

**X** TO **N**

EQUAL  
VALUE

DEVELOPING  
THE

“**N**”

CONCLUSION

J. W. “*JIM*” CAMPBELL  
BOOK 2

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We are always interested in finding more stories about things that make us think and the subject of mental fitness. An interactive CD disk to upgrade the quality of your belief system is currently in the works. If you are interested, please email us and you will be placed on the list for the first release.

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TO THE MEN

OF

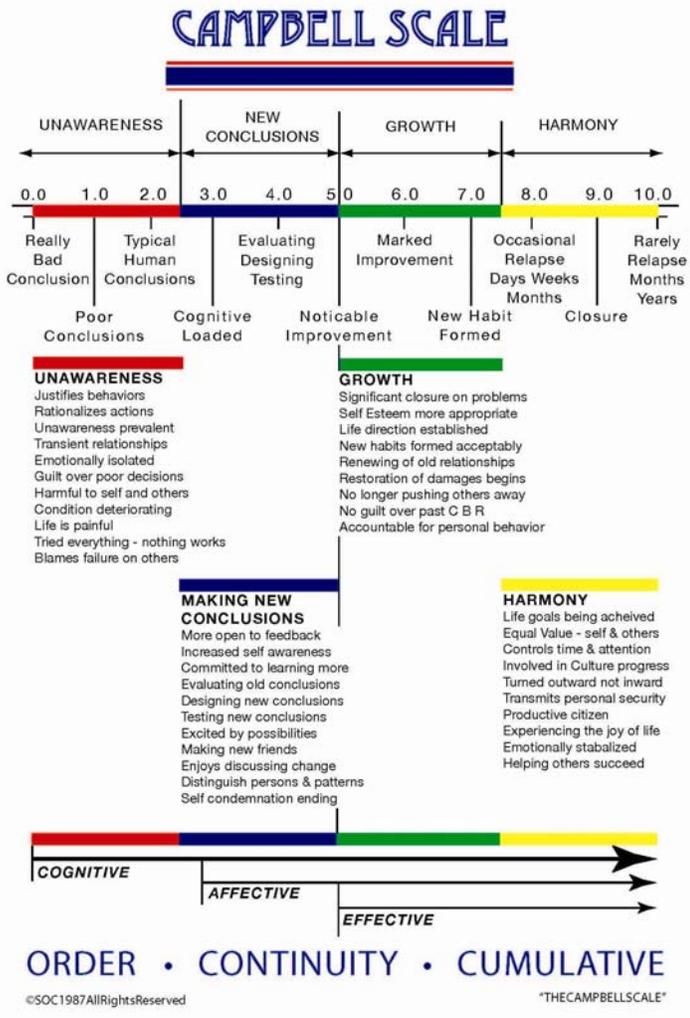
"FREEDOM HOUSE"

FOR THE YEARS WE WORKED  
TOGETHER TO FIND NEW WAYS  
TO HELP OTHERS

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”You’re never fully dressed without a smile!”



Hopefully, we will one day have the research accomplished (specific behaviors) to be able to determine where a person is located on the scale to the tenth of a point – 1.1, 1.2, 1.3, etc.

## FIRST AND FOREMOST:

Read “THE PRESENTATION” before looking at the check up questions.

## SPECIAL NOTICE:

Because the story in Book 1 was about a woman does not mean I am prejudiced against women. It just so happened that the woman in the story was an actual person who came to see me and provided me with the ideal example to use in helping to convert people from X to N. I learned far more from her than she did from me.

I am a person – not a plumbing system. Persons are not red, yellow, black or white. Persons are not bodies, but souls or spirits in a body.

## THIS BOOK IS INTIMIDATING!

Normally, people are reluctant to answer the check up questions aloud as they are afraid they will give a wrong answer and someone will hear them.

The first time they go through the check-up questions they get some of them wrong. I ‘EXPECT’ them to have mostly incomplete answers and only a few correct answers – the first time through.

The second time through the check-up questions they get more correct answers.

The third or fourth time through, they will begin to get them all correct but cannot recite the answers exactly as I have them written. That is OK!

Go through the check-up questions until you have enabled yourself to answer every question close to the way it is written in the book. At least understand why I give that answer.

In seminars I require all the students to state the answer to the check-up question aloud. Since I'm not with you to ask the questions, I am certain you would get more from the questions if you say your answer aloud before turning the page from the question to the answer.

If you are not in a place where you can answer aloud, try writing at least a synopsis of your answer on a separate piece of paper before turning the page to the answer.

You might give the book to another person and have the person read aloud the check-up questions to you. Answer aloud before having him or her read the answer to you. Go through the check-up questions at least three to four times.

The least effective way to MASTER this material is merely to read the question and, without any effort, immediately turn the page to the answer.

You can't COGNITIZE the material in just one time through the check-up questions. You only LEARN the material after several runs. The presentation teaches IN to your brain. The check up questions take OUT what you learned. They are engineered to help you make the proper adjustments.

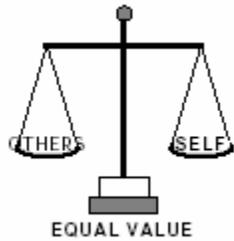
It really is OK for you to get the answers to the check-up questions wrong on the first time through.

Read the book again, after you go through the check-up questions a few times. Then wait a few days and read it again. The more you study the material, the faster you will grow.

Remember, I have not completed teaching until you are able to answer all the check-up questions correctly. Thanks for helping me do a good job!

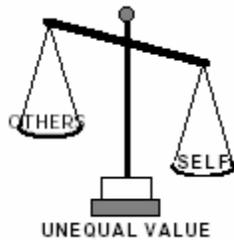
Jim

# THE PRESENTATION



In trying to find something for you to visualize, so that you can 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 you, and the other side represents other people.

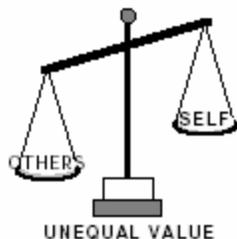
When we place too much value on ourselves, and not an equal amount of value on others, the scales go out of balance... one side becomes higher and the other side lower. The scales are no longer even with each other, or IN balance.



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 an EQUAL VALUE on ourselves, and everything other people think, say, feel or do, 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.

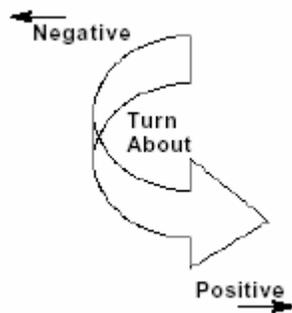


Most of the time, although it is not our intent, we unknowingly relate with each other in a more self-centered way. This unintended hostility

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 into adulthood... without our knowledge and control! We therefore don't grow out of them but into them. This is a phenomenon I call **NEGATIVE GROWTH**...

Negative growth is not regression. To think of it as regression implies we were previously in a more mentally fit



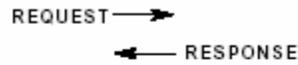
state - and we couldn't have been mentally fit or we wouldn't be regressing. When a person learns about mental fitness, he or she chooses to start growing in a **POSITIVE** direction... Turns about... changes into a caring and loving person. A change in thinking must

occur for this to happen. **NEW** conclusions replace old ways of 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 want to be - the person of our intent.

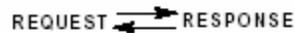


Every transaction has two parts. The first part we will call the **REQUEST** and the second part we will call **RESPONSE**.



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 that person hears but chooses to ignore the question, 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 evaluated the event, visually recorded the style of our transactions by placing a mark along the line between the level and unlevel end.

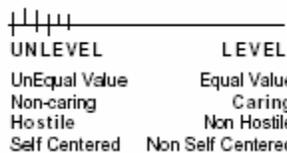


As the marks accumulated (indicating our being more level or unlevel) we could begin to tell if our behavior was working more for or against us.



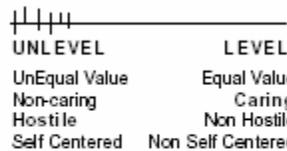
If a larger number of marks appeared at the level end, we could say our behavior was of more equal value - caring, non-hostile, or non self-centered, and was working for us.

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 of 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 words CARING or EQUAL VALUE to describe behavior that works for us.

REPELS ATTRACTS You can use the words most comfortable to you. Just make sure you understand the concept of EQUAL VALUE clearly.

When we display hostile transactions toward others, they will normally be REPELLED by our BEHAVIOR. Self-centered behavior - placing more value on ourselves than on others - causes anxiety or frustration – because they must exert more ENERGY to maintain an 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.

When we make caring or EQUAL VALUE transactions toward others, they tend to be more attracted to us. Caring behavior is placing 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 ours.

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

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

ONENESS  
vs  
ALONENESS

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

ONENESS  
vs  
ALONENESS

The most hostile transactions a person can make are 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 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.

<u>MURDER SUICIDE</u>	
UNLEVEL	LEVEL
UnEqual Value	Equal Value
Non-caring	Caring
Hostile	Non Hostile
Self Centered	Non Self Centered

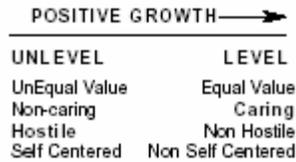
Unfortunately, much of the teaching has not taught us to love our self, but to subjugate self to others, by always turning the other cheek, by believing humility is more virtuous than pride or by allowing others to come first.

By the same token, the most caring transaction a person can make is 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 - true sign of good thinking.

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

We start off unintentionally by learning completely self-centered behavior to fill our needs and wants.

A new-born child has no vocabulary to express itself. If hungry it must experiment to discover what kind of behavioral display **WORKS** to satisfy its hunger.



When a new-born child is hungry, it may kick its foot around - but no one understands it's asking for food and so no response is made 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 its eyes or try to roll its head back - but still no one responds.

Finally the child cries and is given a bottle. 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 and causes them to give it a bottle. Maybe the baby trains the parents....?



The child is excited at this new discovery since it is critical 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 a.m. 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 cries until mother or father gets up and brings the bottle. 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 is stuck by a diaper pin, it cannot 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 have it resolved. It must learn how and what to communicate by trial and error.

Again, if the child kicks its foot, no one responds; wiggling arms and fingers does not work; blinking its eyes or rolling its head brings no response. Nothing seems to work. - so it cries from the pain even louder and the parents put the bottle in its 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 its mouth. They even squeeze a little milk out so the child knows it has the food they think it wants.

"Pt touoi"... The child wastes no time spitting out the nipple. The child is in a real dilemma. It thinks it may have to live the rest of its life with the diaper pin in its bun... Now it really screams louder and longer as the parents try to hold



the bottle in its mouth to get it to be quiet. But holding the bottle in its mouth doesn't 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 lies 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 were bigger I would have hit them, and that would have made 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 learn to do whatever is required to fill our wants and needs or to get our way. We are not concerned about an exchange of information or value – only in learning what works and what doesn't. We go for comfort, pleasure and try to avoid pain.

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.

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 by both children. They do not care who had it first or negotiate to share; they just want it and go for it. One may reach out and actually try to scratch the other to gain control 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 hope 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 styles 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."

THIS FOR THAT	If you clean up your plate you can have some
*	
OR ELSE	ice cream.
*	
GET EVEN	If you come home on time you won't get a
*	
EXCHANGE	spanking.

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

We are learning to earn what we want, or we are learning to do what others 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 but 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 from us. But, because we learned to operate in dominant, submissive, and conditional ways and never learned 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. Much labor was 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, the rest of the family members were angry with him. They quit liking him until he did his 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 lots 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, then 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 whether 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 myself?

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 really 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 say that my syrupy sweet behavior is HOSTILE just as my demanding and angry behavior was. When I was young I learned that being civil and polite gave me a better chance of having my way than becoming angry."

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 person's needs.

Hostility is not determined so much by the style of behavior we use as 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.

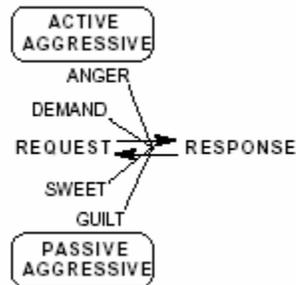


Have you ever heard someone say:  
"Look how you've hurt me. See, I'm really depressed because you won't give me what I want. I thought you loved me, but I can see you don't care.

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 have 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, guilt and depression are more **submissive**... Both are aggressive because they are behavioral displays made in a way so that no value is 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 were just other ways we learned, as children, to react when we were blocked off from having our wants and needs filled.



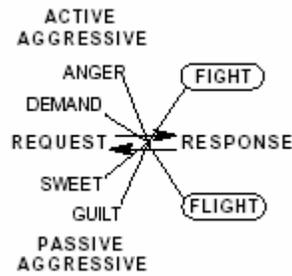
A lot of people, on hearing this information, feel that I'm talking specifically about them... Well, I am - but don't feel bad as I'm also talking about everyone else.

We all begin 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 the **opposite** results from those intended.

When we look at how people answer or reply to dominant and submissive behavior being transmitted to 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 for our actions. Blaming others for our hostile behavior does not dismiss 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 of submissive transaction to amplify what we mean. Let's look at "caving in," something parents at times do with their children.



It's 8 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 ignores the warning and continues to kick and scream 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 continues to throw a tantrum until father says, "I've warned you twice... This time I mean it," but to know avail.

Finally the parents can stand the child's tantrums no longer 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?

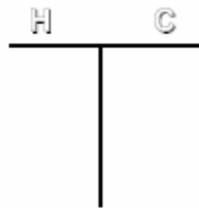
Aren't they really teaching him that if he screams long enough it will work to get his own way? Isn't this really, in a way, crippling the child? When the child matures and marries how long will he hold out to get his own way? And, against what kind of opposition? What price will he pay?

He's also learning that warnings and threats have no meaning. 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 their children to love and approve of them to a point that they will ignore discipline and 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 become more willing to draw the lines children need to equip them with more socially acceptable behavior to live within 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.



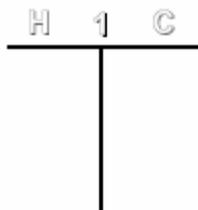
Pick a small corner of your note paper and with a pen or pencil draw a "T".

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 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 "

H 2 C  
|

**Gee, hon, I'd really love to let you use the car, but I have a meeting at the office tonight. I have people in from all over the country. I'm chairing the meeting. It's absolutely essential 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".

H 3 C  
|

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".

The fourth transaction the father says,

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**

H 4 C  
|

**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,

H	5	C

**"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 she gives him a big hug."

Record your fifth tick mark on the "T".

The sixth and last transaction: the 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."** He slams the door as he leaves.

H	6	C

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 were 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. Let's look and see if you wouldn't score them as Unlevel also, 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.



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 an idea of what we mean.

This time, as we restate the answer father makes, I want you to see if at any time he uses words of any kind that ask the daughter why **she** needs to use the car." 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 just building his own case to use the car?

WORDS, CLAUSE,  
OR PHRASE THAT  
CONTAINS  
EQUAL VALUE

Remember, he does not have to be 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 inquired 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.

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 learn 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 about her need for the car 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. I have no doubt this daughter loves her father and the father loves her too. They just haven't learned to convert their intent to more appropriate behavior, or behavior that works for instead of against them.

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

Father says: "I sure am 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. 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 come in quietly and sit in the back until you're finished?"

Sound like there's love at home?

Sound like they've got it "together"?

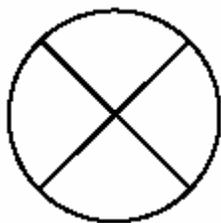
Each transaction contained information the other needed and an element that transmitted to the other person an "I'm interested in your needs too!" message, The "I love you" and "care about you " words that are essential to give the other person a knowledge that YOU CARE. It's more than INTENT - IT'S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

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

## **BEHAVIORAL STRATEGIES**

## THE MODEL:

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.



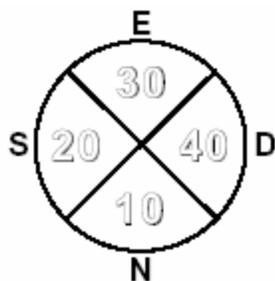
We have chosen to visualize the 4 behavioral strategies by using a circle divided into four equal quadrants by two diagonal lines passing at right angles through the center of the circle - what we call the MODEL.

## 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?

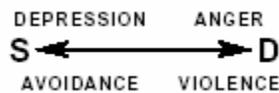
It is certainly going to take more than this one chapter for you to achieve a complete knowledge of, and ability to identify properly, the 4 strategies. This chapter provides only the basic information you will need to begin studying the subject of "Mental Fitness" and effecting changes in your life.

### 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.

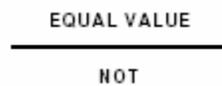
When I first started studying the subject of "Mental Wellness," I thought there was a single continuum with Dominant at one end and Submissive at the other. I thought all behavioral displays had to fall somewhere along that single line.



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.



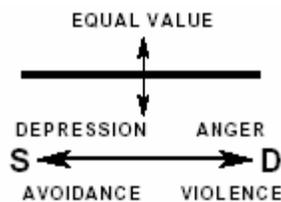
This insight brought about the conclusion that **all behavioral displays are either Equal Value or they are NOT.**

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

### 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

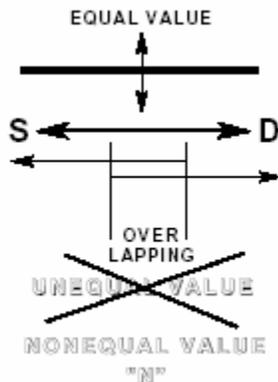


The next evolution came about because students, observing the same piece of **questionable** behavior, differed widely in their opinions of where, along the continuum, the

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 one third 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 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.

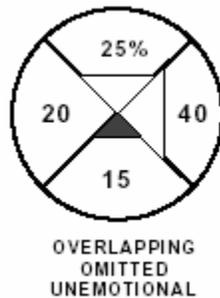
The circle allowed for each strategy to have the same starting value (0). As behaviors occurred, the separate quadrants would reflect the amount of behavior occurring in each strategy by filling in or shading the quadrant from the center out - with 100% of the quadrant able to be filled

(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 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.



The three 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.

Was the stranger 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 four behavioral strategies can contain the same amount of force.

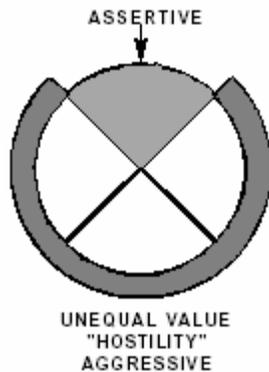
### **FORCE:**

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

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 three 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.

CONSCIOUSNESS  
JUSTICE

People have been led to believe it is wrong to use force and that 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 four strategies, and how can you learn to distinguish one from the other? Let's examine them in more detail.

**SIMILARITIES:**

1. All four 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 four 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:

**E  
D  
N  
S**

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** – that replaces the style inherited from parents and culture.

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 causing the other person to withdraw, defend or 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 causing the other person to withdraw, defend, or 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 causing the other person to withdraw, defend or

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 whether a person interrupted but **how** it was done. Did the person:

- a – Butt in (Dominant)
- b – Beg and plead to be allowed to speak (Submissive).
- c – Ask permission to interrupt (Equal Value).
- d – Change the subject (Non-Equal Value).

2. It's not whether a person's feelings are hurt but how the hurt is expressed. Is it by:

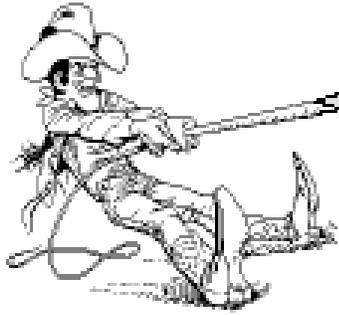
- a – Anger, shouting or hitting (Dominant).
- b – Depression, crying or whining (Submissive).
- c – Explaining and checking conclusions (Equal Value).
- d – Forgetting, avoiding, not saying or doing anything to confront the other person (Non-Equal Value).

3. It's not what was said so much as **how** it was said - 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, procrastinating, playing dumb, ignoring, blocking off, cluttering the issue, emotionalizing, beating the point to death, controlling, placating, pinging, super pinging, and similar behavior 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:

L  
O  
V  
E

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 – such as: 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 its 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. It is 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 says 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 Wellness" 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 might 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 classes, I use a graphic to show how the emergence of the subject of "Mental Wellness" gives us ways to express ourselves more accurately.

I make a square divided into quarters.

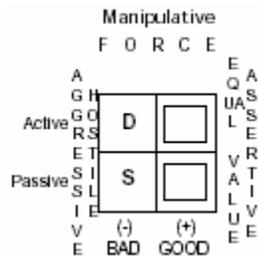
In the top left quarter I write DOMINANT.

In the bottom left quarter I write SUBMISSIVE.

Down the left side I write HOSTILE.

Down the right side I write EQUAL VALUE.

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



To the outside of Equal Value, I write ASSERTIVE.

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

At the bottom of Aggressive I write PASSIVE.

All the way across the top of the square I write the word FORCE. Above Force, I write 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 I make a PLUS SIGN and write the word GOOD.

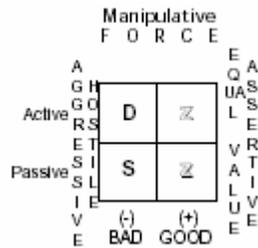
Now the question is, if we are going to have the word Dominant represent ACTIVE AGGRESSIVE behavior, and Submissive represent PASSIVE AGGRESSIVE behavior,

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 "**holes**" in our language is probably one of the most exciting things that has happened to me since I began to make a study of the subject of Mental Wellness.

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 SECTION ON THE MODEL**

**MAKING CHANGES**

Prison inmates have 3 basic choices:

- 1 - Commit Suicide
- 2 - Spend a large part of their lives incarcerated.
- 3 - Change!

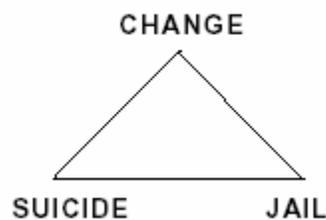
Think about that for a moment... change. I didn't say they



should *act as though they had changed* until they get out of prison. That's not change at all. Acting as though change had occurred would only be a continuation of criminal

behavior - a scam. They would only be modifying their behavior *temporarily* to achieve freedom. Once released, they would then revert to the old way of acting - as they had only modified their behavior (not their thinking) to get what they wanted... **out!** Inmates commonly use the phrase “act out to get out.”

I said CHANGE - LEARN to THINK and therefore to ACT naturally in a NEW way. SHED old conclusions by becoming AWARE of a belief system that is inherently faulty – and not your fault. Study NEW information that will LIBERATE you from having to pretend.



When criminals no longer think in the OLD Manner, they naturally CHANGE into productive citizens. CHANGE. has to occur if inmates are to expect culture to see them as safe enough to be

released back into the community. And, without REAL CHANGE, it is fair to all of us that, if necessary, they should remain incarcerated for the remainder of their lives. Lifetime incarceration should be imposed only **if** inmates are *unwilling* to give time and energy to become involved

in a viable program and therefore the change does not occur. But first, there has to be a viable change program. And we have one proven by long term hard data. Its a first!

CHANGE sounds almost like an unattainable "**magic word**", but I have found that it is not that difficult to achieve. You **LEARN** how to change. There are specific steps involved, and that's what this chapter is about. I'm going to share what I've learned about making changes!

There are three specific steps - learn them and apply them and they will work for you.

FIRST, I would say that you need INPUT. You need to study the subject of "Mental Wellness" until you have developed an entire set of NEW conclusions. The NEW conclusions give you the keys to recognizing WHAT you are doing that is HOSTILE and what to change to become more EQUAL VALUE. Without the NEW information, you are NOT going to change!

I had a man once say, "You tell me I have to change, but the only conclusions I have to make the changes with are the ones I already have. They are all I have! How can I Change?"

I said that he should use the only ones he has to go out and LEARN some NEW ones and it is certainly within his power to do that.

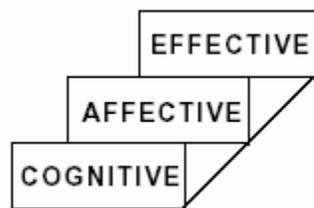
The INPUT he was looking for would teach him that OTHER PEOPLE DO NOT MAKE HIM MAD, SAD, ANGRY AND DEPRESSED,... That he is a PERSON, NOT A PATTERN that has resulted from his faulty thinking.

He should learn what HOSTILITY is and how to identify his own unrecognized hostile behavioral patterns. Learn what EQUAL VALUE is and HOW to act in an equal value manner, basically the things you have been learning in this course - and believe me there is much more to learn...

But, believe it or not, if you've really studied the material you have a good start at making some changes in your life. Perhaps you've already begun to experience some changes. You are on the way to more successful personal and professional relationships!

STEP ONE is **COGNITIZE IT!**

SECOND. Once you've got the RIGHT input - after you've studied the subject of "Mental Wellness," and you KNOW changes are required, then *organize the effort*. **LEARN A CHANGE PROCESS** that you can apply to the effort. Don't wait for it to happen. Manage the change. Get hot! **YOU MAKE IT HAPPEN!** Catch yourself. Do something about it. **NO ONE CAN LEARN FOR YOU, CHANGE FOR YOU OR BE MOTIVATED FOR YOU.** STEP TWO is to **AFFECT IT!**



THIRD. Once you've got the INPUT and the PROCESS down DO IT until you BE IT. It takes time. Helping others learn to become Mentally Fit helping you make the changes far more than it helps them.

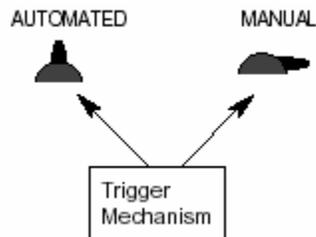
Teaching what YOU have learned is the fastest way to BE IT. Sharing the material requires you to think through and articulate the concepts over and over again. Repetition is the

best way to learn completely. Think about it, do you remember the words to the "Star Spangled Banner"? Why? Because you sang it over and over as a child. Even if you haven't sung it for years, you still remember the words. Questions asked by students require you to apply the concepts to answer their questions. BE IT is as much a part of a GOOD HEALTHY CHANGE PROCESS as learning it. STEP THREE is **EFFECT IT!**

And now let's take a look at the 3 steps I've outlined in more detail. The first few chapters give you the INITIAL information you need to COGNITIZE IT. I'll assume you will read all the Advance Sheets two or three times before you start trying to make changes. Step ONE should be in place, so let's put Step 2 together.

STEP TWO.... Affect it.... I'll share the process I teach students...

I'll ask you to study the graphic entitled UNPRACTICING. There are several terms that I need to define so you have a better grasp of the graphic and then some stories to show how it works.



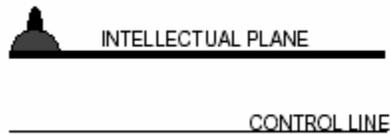
On the graphic there is the word **TRIGGER MECHANISM.** You will note that the trigger mechanism has a toggle switch that indicates you have an "AUTOMATIC Mode" and a "MANUAL Mode." When something happens that causes you to REACT, I call that circumstance or event a "Trigger." You are triggered!

The **bold** straight line is the **INTELLECTUAL PLANE.**

In every situation we encounter, there are two elements that affect the way we handle it:

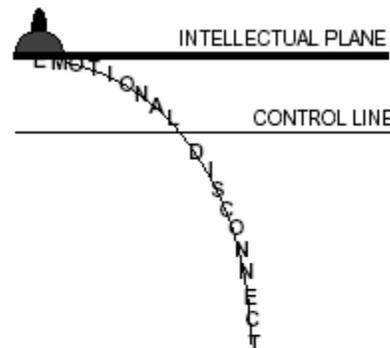
- (1) the reasonable or logical content.
- (2) the emotional content that can cause us to act impulsively, be reactive or illogical - unknowingly working the opposite of our intent.

The INTELLECTUAL PLANE is the line that represents the reasonable or logical way the problem should be handled

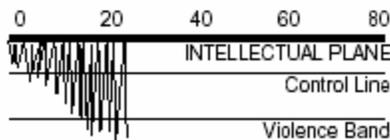


if we were able to function only in the rational or intellectual way without any loss of control of our emotions – Mr Spock like.

The line under the Intellectual Plane is the **CONTROL LINE**. I think it is impossible to reach a point where we do not experience any loss of control whatsoever. But, when the emotion that can cause us to experience loss of control builds to a certain degree of intensity, our emotions begin to dictate our behavior. Emotions take over.... The Control Line represents a point at which emotions begin to run "out of control."



The **EMOTIONAL DISCONNECT LINE** represents a condition where you were "triggered" by a situation or event and control of the situation shifts rapidly, from being rationally and objectively controlled to being overcome by your emotional thinking.



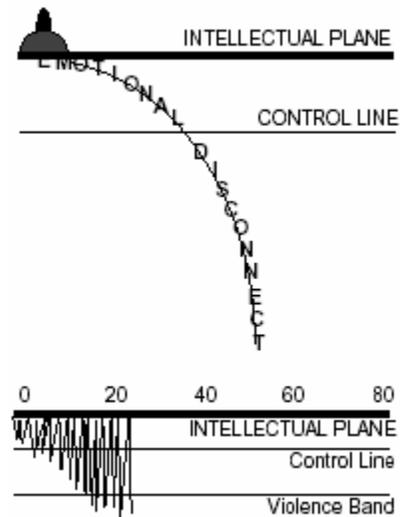
Once your reaction falls below the control line it requires you initiate action to REGAIN CONTROL.

This is what I call UNPRACTICING. Because of your inherent beliefs, you have UNKNOWINGLY practiced running out of control most of your life. You have to stop the old behavior and start the new - both at the same time - exchange!

The **PATTERN DEVELOPMENT** graphic at the bottom shows how people start, at age 0, to unknowingly develop a pattern of reacting emotionally to situations until, by the age of 20 or so, they are PROFICIENT at running out of control. Some reach a point at which they become violent, either toward themselves (suicidal) or toward others (assault or even murder). The graphic also indicates that recovery from these patterns is initially slow, but if a person persists the recovery becomes faster. I'm going to digress here for a moment to talk about something I think is critical when you attempt to help people.

One reason the PATTERN DEVELOPMENT graphic is included, is to remind everyone who reads this presentation to never make what we call **HIGH RISK STATEMENTS** to people who are experiencing a lot of emotions (such as depression or anger) to where they would be plotted in the **violence band**..

For example, when a person says: "IF you don't shut up I'm going to punch you right in the



mouth."

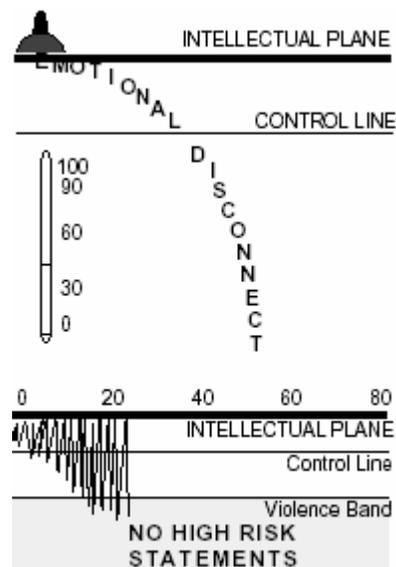
Do **NOT** answer with: "You ain't got the guts!"

Or if someone with a pistol says: "If you don't shut up I'm going to blow your brains out!"

Do **NOT** answer with: "You ain't got the guts buster...!"

When a person who is depressed says: "I'm going to commit suicide"... Do **NOT** answer with, "Do you want to borrow my knife?" Just don't bleed on the rug! You ain't got the guts! or "Who cares?"

When you encounter people who are genuinely depressed and express suicidal inclinations,... **DO NOT MAKE HIGH RISK STATEMENTS.**



Talk with them, listen to their problems, try to raise their level of depression to where they have a little more control of their emotions and then get them to a counselor who has studied the subject of Mental Wellness.

Don't think that, just because you took the time to cheer them up and pull them out of an "emotional disconnect", they won't go back into the same pattern in a few hours or days. It

more than likely IS a pattern. They THINK WRONG! They require professional skills - and far more time to help than you have available.

It is normal to experience grief, and we don't usually think of a normal grief period as a pattern needing professional attention. For instance, there is a death in the family, and for a time the family members are depressed or experience grief. That is normal - unless the period of grieving continues for several months in which case the person should see a counselor.

Now, I've finished that digression: let's go back to explaining the UNPRACTICING graphic.

The **30, 60, 90 DISTRESS LEVELS** indicate the differing degrees of pressure required to trigger people into an Emotional Disconnect, but as these same people Unpractice they become able to handle similar situations much more effectively. After deliberately unpracticing, they are able to respond appropriately (rationally and objectively rather than emotionally) regardless of the amount of pressure.

They become able to handle more distressful situations - showing a higher percentage on the bar graph. Where they formerly disconnected at only a 20 per cent distress level, they now don't disconnect until reaching the 70 per cent level. That indicates progress achieved by unpracticing.

Many times I've had a former student come to me and say, "I know I've made significant progress. The other day I was in a room full of people. This person said something that before would have literally disintegrated me. This time I just stood there and allowed the other person to live in that conclusion. I'm becoming much more internally controlled and not so externally controlled!" That is why name of the book series is X to N.

If they handle the situation well and stop running "**OUT OF CONTROL**", then the line that represents the emotional part of their thought process (Emotional Disconnect Line) will continue to fluctuate but our response to situations will stay **BETWEEN** the Intellectual Plane line and the Control Line. Previously more distressful situations are then considered routine. No one can absolutely and totally control each and every emotion to the point of remaining totally rational and in control every second of the time.

Again, we are not even for a minute going to think there won't be some feelings of being MAD, SAD, ANGRY or DEPRESSED – regardless of how much we learn, or how much we unpractice. But let's look at a few examples of those times when we "get triggered " by something, and before we can stop ourselves we blow our stack or jump into a real depression. I call these instances EMOTIONAL DISCONNECTS... or **Whirlykitchens..**

Let me tell you a story about a man I observed who did what I call an "emotional disconnect" so perfectly that I wished I'd had a video tape to record it so you could see or listen to the episode.

I was going into the snack bar in the army hospital near Frankfurt, Germany. Along the west side of the room was a group of people waiting in line to get a meal at the snack bar. There was walking room between the line of people and the tables. People were permitted to go around those waiting to get a full meal, to the front of the line, passing those waiting for a full meal if all they wanted was a drink or a sandwich.



There was a young lady, a WAC Lieutenant, walking in front of me. Both of us started to go around the people standing along the wall to the front of the line to get a sandwich, but we were blocked by a heavy-set fellow leaning out from the wall. He had his hand on his hip and his arm blocked us from passing. You could tell he was a Non Commissioned Officer by the type of robe he wore. As the young Lieutenant approached him, she said quite politely, "Excuse me, may I get by?"

As soon as she said this, the fellow yelled loudly, "For crying out loud" and jerked his elbow out of her way. Everyone in the room turned to look to see what the terrible thing was causing this fellow all this grief or pain.

After the lieutenant was allowed to pass, I came along. The NCO had leaned back into the aisle again. He was again looking around the line to see what was going on at the front.

The lieutenant was shorter, smaller and younger than him and she outranked him. These factors precluded his safely exploding at her.

Then I came along – male 190 pounds, five-feet-ten, closer to his size. And I said softly, "Excuse me, but could I pass too?"



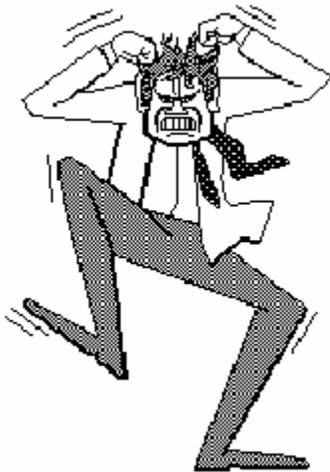
He exploded! "Well, for crying out loud. I've never seen the likes." He literally went into what I call the total emotional disconnect - his face got red and he was almost shaking with rage. As I passed him, my mouth gaped open. I could not

believe I had found the perfect example. I was staring at him like, "I can't believe I've found the PERFECT example."

As I inched past, I thought, "Oh, I wish I had a video tape of this so that everybody that I'm teaching how to become mentally fit, how to communicate more effectively, could see the perfect example of an emotional disconnect.

Do you know why he was hospitalized? High blood pressure - he had been having symptoms of a heart attack.!

Amazingly, his dangerous condition was possibly more directly connected to his thinking than to other physical problems. If just for a minute you could recognize this was something this fellow had learned to do, and that he had practiced until he got so good at it that the pattern was killing him. Unfortunately, they were probably going to try to medicate the problem - treat the medical symptoms with drugs rather than address the real cause.



There was another fellow there in Frankfurt who had several children.. and a diabetic condition. He also had a pattern of getting violently angry if he didn't get what he wanted or if he didn't get his way about something within the family. The moment he became angry, his diabetic condition became upset and he would go into shock... He was really having some problems with it.

As I sat with him one day, I said, "You know, maybe if we took a little time and chatted for a couple of hours I could teach you some things that might help you overcome some

of your anger. You might be able to learn some things that would help in stabilizing your condition so that you would not be in so much danger all of the time."

He said, "I guess that's some of the psychological garbage, isn't it?"

And I said, "Well, some people might think it was psychologically oriented, but I see it more as learning about a NEW subject, one that could help you. I'm willing to spend some time with you, chat about it, and let you decide for yourself."

He replied, "I don't believe in that counseling bunk at all. You can take that counseling bunk and just keep it. I don't want anything to do with it."

And I said, "Well, OK", and I changed the subject.

It's a strange thing, but every time this fellow got extremely upset with his family, everybody in the family said, "Oh, Dad, please don't get upset". He would continue with the strategy of anger and blame until finally they said, "OK, Dad, whatever you want, we'll let you have it your way. We just don't want to upset you."

The family members didn't understand that by caving in to the father they actually were reinforcing this pattern of his getting angry. They were not loving him - although that is what they intended to do. They were feeding the problem, which is not love at all. Some say they were enabling him. I say they were disabling him. Saying disabling makes it easier to understand.

Love is NOT an INTENTION. So many times one partner says to me how they love the other one, and I gently say, "That's not true! You are *hostile* toward your partner. You intend to be loving, but your behavior is crippling, not loving. Stop saying, "I love you" when it's not true. Face the reality of what you are doing and make some changes."

People want credit for being loving based on their intention. Credit for being a loving person does not occur until the behavior is loving - then you get the loving result - and not until!



I guess the other thing I really need to share with you is that this fellow died shortly thereafter. He died before he was even 50, and I still to this day, believe that the main reason or the cause of his death was that he died of a severe thinking pattern more than he died of anything else.

Enough for stories that tell about other people running

Emotional Disconnects.

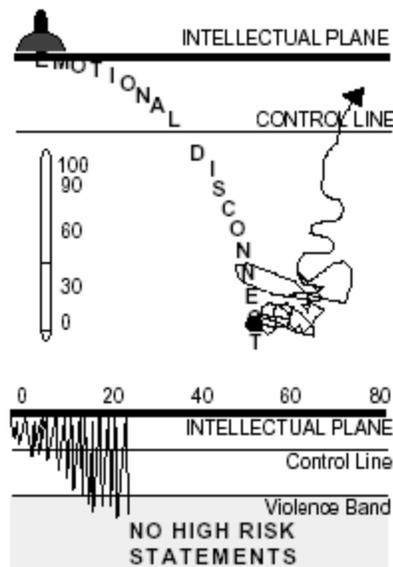
Do you ever run Emotional Disconnects, whirlykitchens, as I call them?

If a driver cuts in front of you so closely that you have to jerk the wheel to avoid him, before you can think, do you shake your fist at him and yell (.....) well, never mind the words you might use?

Have you ever seen that happen to people? They even chase the other driver and try to ram him, cut him off or threaten to beat the daylights out of him if he'll pull over to the curb.

Of course we only see OTHER people act like this because I know YOU and I never have. Why turn your feelings over to a passing motorist? A tree? A situation? Because you will live in them! No matter how justified you might feel, you live in what you think - you can't think something you don't know!

I had just finished teaching UNPRACTICING to a group of executives in Portland, Oregon. We all went down the elevator together on our way to a nearby hotel for lunch. The fellow in the front tried to open the door to go out. It was locked. Before he could think, he got really mad and said, "God bless this place; I never saw the likes, they can't even keep the door unlocked in the daytime."

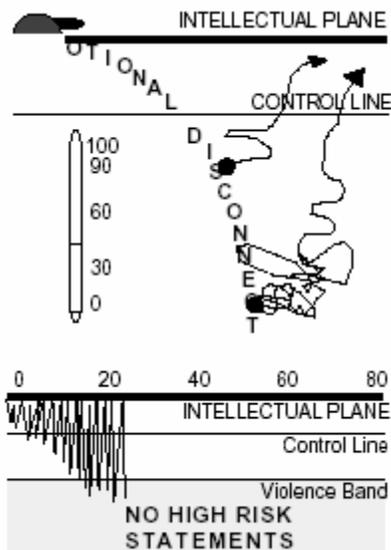


Even before he finished he had caught himself. He was embarrassed because he was one of the more religious fellows in the group and had run completely out of control, even resorted to profanity. The entire group laughed because it was funny to see it happen as we discussed in class.

Now, we've talked about the problem, let's look at what has to be done to make corrections.

FIRST, you must understand clearly we AUTOMATICALLY trigger these emotional disconnects. We will probably continue to get well into the emotion before we say - OOPS! - I've let my feelings take off on their own. I'm living in them. I'm experiencing them. I'm not being rational, and that won't solve the problem. I've got to throw the AUTOMATIC switch back to the MANUAL mode and take control of my feelings.

The first time you try to pull yourself out of a run-away emotion, it is really hard. I mean, it's a struggle. On the graphics you can see the running around that took place the first time the UNPRACTICE started. Then you will note that each time the situation recurred and the person switched to MANUAL control to work out of the negatively charged controlling emotions, it took less effort. The time required was reduced until, finally, the person was able to stay within the control zone.



At first you don't think you've accomplished anything. The first few times you actually take control of anger or depression and CHOOSE to function in an EQUAL VALUE mode - instead of in the Emotional Disconnect mode - it... is... hard..!

Then, after some practice, you begin to notice you don't run so far out of control before you

catch yourself. Eventually you catch yourself as you start to react. At last you prevent yourself from being triggered because you don't think like that any more.

Eventually, you will reach a point at which you will be in a room where someone will say or do something, and you'll smile at yourself, thinking, "I can remember a few months back that if someone had said or done that, I would have come unglued. It's just as the book says."

You'll know there will *still* be times when the pressure level becomes so great that you will *still* revert to the old pattern, but it will be a good feeling to know you're doing so well with yourself.

The more you LEARN about Mental Wellness and UNPRACTICE out of your own self-defeating behavioral patterns, the more you stop experiencing distress.

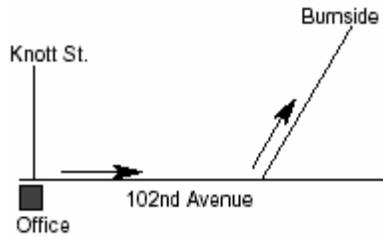
A lot of courses claim to teach you what to do with "stress" to handle it, but we are endeavoring to teach you how to THINK in such a way that you don't experience "DISTRESS" in the first place. Most of the time we are choosing to be distressed and are unaware there are other more Mentally Fit options available.

In a handout I wrote in June, 1987 - titled the UNPRACTICING 6X STORY - I wrote:

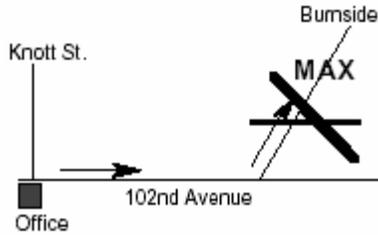
"Cognitive training focuses on "To Know" while Affective Training focuses on "To Do". I usually tell the story of how I changed routes going home as one example of how we must commit to making changes in behavior before gaining closure on problems.

Many years ago, my office was located on 102nd Avenue in Portland, Oregon. I always went south on 102nd to Burnside Street, east on Burnside to 202nd street, south

to Towle, and south on Towle to my home on SW. 27th Street. Since Burnside was a diagonal, I thought it was the most practical route.

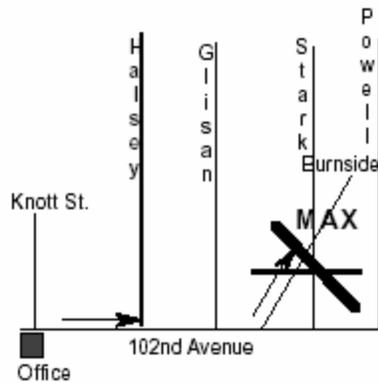


Then one day they began to install the Portland Light Rail System (MAX). Burnside was closed to traffic. The diagonal route was eliminated as a choice.



I decided to test all the different routes to see which would be the fastest route to go to and from the office.

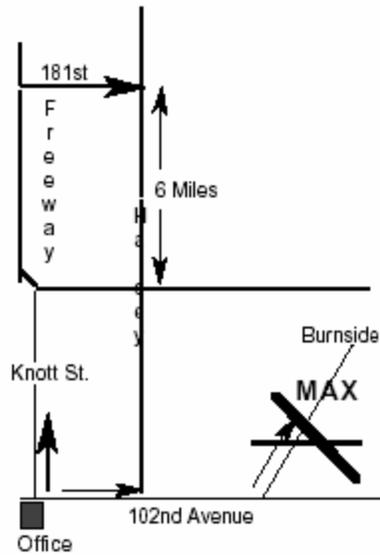
I tried Powell, Division, Stark, Glisan and Halsey Streets. I found the further south I went on 102nd Street before heading east the more traffic lights I encountered and the more time it took.



I settled on Halsey and the old habit of traveling on Burnside was replaced with the new conclusion. The change wasn't too difficult since I couldn't even turn onto Burnside. So I settled into the new pattern quite easily. I got it down pat. I could do it without having to think about it.

Then one day a young lady suggested that I should go straight from the office, east on Knott Street to 122nd Avenue, and get onto the Freeway. She pointed out the Freeway was six miles of no traffic lights , and I could

travel at a faster speed.. I could get off on 181st and get right back on Halsey to go on to 202nd Avenue.



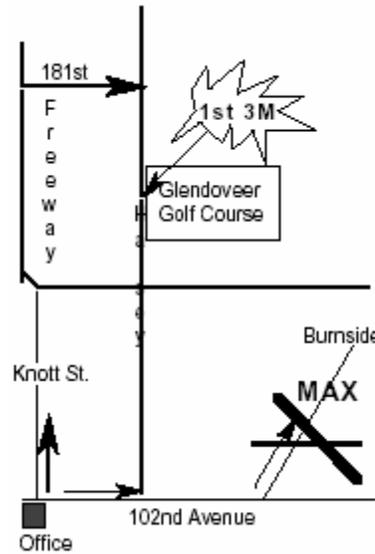
I - being a most secure male - was glad I had thought of that!

Certainly I couldn't take MY new idea and implement it without checking to be sure, so, I tested the new conclusion and found it was 4 minutes faster. That meant 4 minutes to the office and 4 minutes home per day times 6 days a week times 4.3 weeks per month. Grief - I discovered I was losing a half day of work a month.

I made a commitment to myself that if I failed to go the new route, if necessary, I would even get up from the dinner table and return all the way to work, which was some fifteen miles, and **GO THE RIGHT WAY**. If I awakened in the middle of the night with that burst of knowledge that I had gone the wrong way, I'd get up, get dressed and go do it right. I made the commitment to **AFFECT** the new pattern into being.

The first day after committing myself to make the change, I got all the way down Halsey Street to the Glendoveer Golf Course before I realized I was going the wrong route. I turned around in the middle of the street (with people honking their horns at me for being such a crazy driver) and went the other way. In so doing, I had

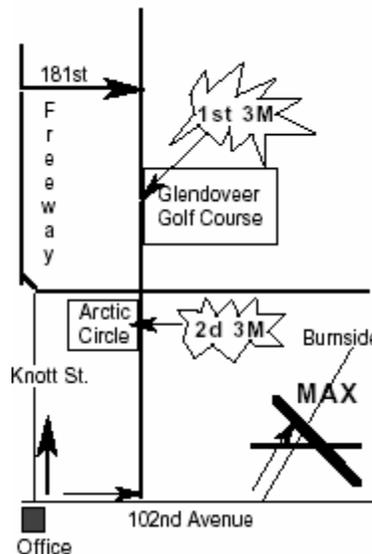
traumatically emplaced a... Magic Memory Mechanism (a 3M) in my mind.



The next day, I again started out unthinkingly taking the wrong route and got all the way to the Arctic Circle Restaurant at 122nd Street before I realized I had gone the wrong way again - and that makes twice.

I turned around by going through the Arctic Circle drive-up window lane. I did it so that I wouldn't forget - and they probably won't forget either as I had to drive up on the grass to get around the car waiting for an order.

I believe people basically drive subconsciously. My body was in the car. But my mind had already checked the lights and other vehicles in the intersection and had gone on down the road. The mental radar-like search kept going out ahead of me until my SUBCONSCIOUS DRIVER ran into the Magic Memory Mechanism that I had traumatically installed by the Glendoveer Golf Course the day before.



The next day I only got to the First Interstate Bank before I remembered the Magic Memory Mechanism I had left

at the Arctic Circle the day before. I DIDN'T HAVE TO GO ALL THE WAY TO GLENDOVEER TO BECOME AWARE I WAS GOING THE WRONG WAY.

On day four I got to the Woodland Park Hospital, which of course is less distance than the First Interstate Bank, The Arctic Circle and the Glendoveer Golf Course.

Day five to the Crossroads Church, which was just three doors from the office. On day six I came out of the driveway, which is directly across from Knott Street and almost went past Knott Street but was able to brake and just make the corner.

Every day after that I was able to go the new route without having to think about it.

In other words it took six efforts to **AFFECT** what I **KNEW** into **BEING** my **NORMAL** habit pattern.

I knew the **CHANGE** was permanent when one day a member of the staff asked me to run to the local Fred Meyers Store to get some things for a luncheon briefing. I was four blocks up my "go home route", Knott Street, before I remembered the market was along the old route. When I got into the car my subconscious took over completely.

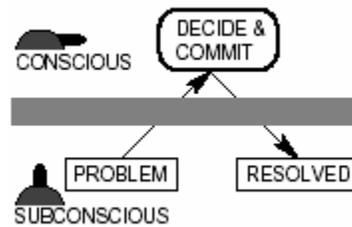
Imagine that you have just come out of the drivers testing office in England. You are going out for your first drive.

You get into the car behind the wheel and with your left hand you pull the door shut. With the keys in your right hand, you start the engine. You grasp the wheel in your left hand and with your right you put the car in gear. You

look up and to the right to check the mirror and pull out into traffic. You have to think hard to remember which side of the road should you pull into - the left or right? Think about how it's going to FEEL to start driving up the WRONG side of the road! Is there going to be some Unpracticing required?

Wrong. You get into the right side of the car and close the door with your right hand not your left. You start the car with keys in your left hand, not the right. The gears are on the left. The mirror is also on the left, and you are right, you drive on the left side of the road.

Can you imagine the affecting that must take place before you "feel" normal doing everything with the opposite hand from the one with which you have had years of experience?



**It has to be brought up from the subconscious... worked on consciously... until it settles back naturally into the subconscious...** becomes a changed pattern. You go

*manual* until it's *automatic* again.

Several other CHANGE problems are encountered when on your first driving excursion in England.

The English park on either side of the road with the front end of the car permitted to face either way. Think about it. You can get a real start when you approach the first vehicle on the left side of the road and the headlights are facing you. Your brain puts on the brakes. Are you on the right, I mean correct, side of the road? You have to think

about it in MANUAL Control to override the emotional tendency to jerk the wheel so you are driving in the right lane again.

When you come to your first intersection and you are going to turn right it feels really weird to turn into the left lane... that is only for the first three years or so!

Also, that first time you make a right hand turn at a British intersection you are truly amazed at how everyone seems to be going quite naturally through the intersection, and they do it without banging into the other people.

Again, affecting changes requires you to bring the change data to the conscious level (manual control) and over-ride the subconscious tendency (automatic control) to do it the old way. After the new pattern has been forced (manual over-ride) to work several times it returns to subconscious control. The old behavioral pattern is replaced with the new!

## 1. WHAT IS THE RESULT I WANT?

Think of some things you have done to force yourself to change some simple thing you were doing to a more effective method. One of the hardest things I've ever tried to change is the tendency to say "You

know what?" when I know you don't know what at all. Why not just come to the point? "You'll never guess" is another of those mundane things I say. I've almost got it whipped though, been working on that one a year or more.

Benjamin Franklin kept a record of the things he intended to change. He made a stroke tally to see how well he was

2. ARE MY  
BEHAVIORS  
PRODUCING  
THAT RESULT?

progressing. He said he was dismayed that he was not able to attain perfection but gratified he was better off than if he'd never made the attempt.

Pick a pattern you want to improve and try making the commitment to go back and do it right each time you do

3. WHAT CHANGES  
DO I NEED TO  
MAKE?

it wrong until you no longer do it the old way. Write down the self defeating behavior,

decide what you are going to replace the old pattern with, and write that down too.

When you are willing to do WHATEVER IS REQUIRED to make the changes in your life to achieve your goals, you will succeed. Most people are just *not*

4. AM I WILLING TO  
DO WHAT'S  
REQUIRED TO  
CHANGE?

*willing to do whatever is required* - regardless of the goal.

When I talk about writing it down, it reminds me of what I wrote in a June 1981 handout called SOAP. SOAP stands for Subjective, Observations, Analysis and Plan. I still use it in class. Perhaps you'll see how it could pertain to your own efforts at making changes. In stating the purpose of the handout, I wrote:

"To provide a means whereby notes, taken during Individual Training or Permanent Group, can be used to design a SPECIFIC PLAN FOR CHANGE for EACH individual.

**SUBJECTIVE** - Write down everything the client is saying or expressing from your observations of the client's conclusions, behavioral displays, results, body language or any other means of collecting information. Collect hand-written notes on plain notebook paper, transcribed from audio or video cassettes, or use any other means, to gain a phenomenological record of what the client is **doing**.

**S**  
**O**  
**A**  
**P**

**OBSERVATIONS** - Identify thinking errors. Go back through the notes and **circle** or otherwise indicate (red pencil them) specific conclusions the client has verbalized that have some degree of "**incorrect data**" that needs to be addressed. Aid the client in learning the "**correct belief or conclusion**" to replace the thinking error. Keep a record of conclusions that have still not been addressed and resolved to determine the priority of what needs to be worked on in Individual Training or Group. Make marginal notes to more clearly identify places in the subjective notes where there are observed thinking and behavioral patterns to work on. Once you've identified specific things to work on.....

**ANALYSIS** - Diagram the dynamics on paper. Complete a worksheet in this order: **(1)** What is the need, want, or what is it he or she is trying to get his or her way about? **(2)** What is she or he doing, or the strategy being used, to try to get the need filled? **(3)** What is blocking, or preventing the effort, from getting the need filled? **(4)** What is the pattern of reaction, response, or the secondary strategy being used to get the needs, wants or way, filled? **(5)** What is the result? Use the diagram to increase awareness on the part of the client as to what the client is "**doing**" in thought process,

behavior and the *natural result* of his or her thinking and behaving.

Record in your notes that the OBSERVATION has been discussed, the client's attitude about it, his commitment to changing, progress the client is making and the degree of closure the client has achieved. This allows you to return at a later time to check and make sure the new thought process has not slipped from active memory, that REAL CHANGE has occurred. Once you have diagrammed it out with the client...

**PLAN FOR CHANGE** - Discuss the old conclusion to assure complete understanding. Then, following the same progressive steps listed above, have the client design the new behavior, the emotions and the new conclusion he or she is going to install. Recording this plan will assure better results. Measure progress in each session to see how the client is doing at replacing the faulty conclusion, behavior and results.

If you have done a good job at keeping a subjective record with clearly marked and articulated observed conclusions that are causing dysfunction and diagrammed out the dynamics that allow the client to see what he or she is doing wrong and written out the client's specific plan to gain closure on the problem, then another trained Facilitator could pick up the client's file and immediately pick up where you left off. It wouldn't make any difference who the Facilitator was if the record was properly developed.

From this chapter, I hope you have learned that you are going to have to be patient with yourself. Treat yourself as I would treat you. I'm confident that you will grow if you just keep at it. First, LEARN THE MATERIAL IN

THIS BASIC TEXT WELL. Concentrate on cognitizing it before you try making a lot of changes.

**THIS ENDS THE CHAPTER ON CHANGES**

# **CHECK-UP QUESTIONS**

**1 . QUESTION: WHAT IS THE DEFINITION OF A LEVEL TRANSACTION?**

ANSWER: A LEVEL TRANSACTION IS ONE PLACING AN "EQUAL VALUE" ON EVERYTHING THE OTHER PERSON THINKS, SAYS, FEELS OR DOES.

**2 . QUESTION: WHAT WAS THE ILLUSTRATION USED BY THE NARRATOR TO BALANCE A LEVEL TRANSACTION?**

ANSWER: THE SCALES OF JUSTICE.

**3 . QUESTION: HOW MANY PEOPLE START LIFE IN A  
NEGATIVE GROWTH MODE?**

ANSWER: EVERYONE.

**4 . QUESTION: IS IT THE PARENT'S FAULT THE CHILDREN  
START LIFE IN A NEGATIVE GROWTH MODE?**

ANSWER: NO.

**5 . QUESTION: WHAT DOES NEGATIVE GROWTH MEAN?**

ANSWER: NEGATIVE GROWTH IS THE TERM USED TO INDICATE THAT AS INFANTS WE HAVE NO VOCABULARY OR POWERS OF REASONING. WE MERELY LEARN TO USE VARIOUS BEHAVIORAL DISPLAYS TO GET OUR NEEDS, WANTS AND WAYS FILLED WITHOUT HAVING AN AWARENESS OF THE CONCEPT OF "EQUAL VALUE".

**6 . QUESTION: WHAT IS THE FIRST STYLE OF TRANSACTION EVERYONE LEARNS TO MAKE?**

ANSWER: DOMINANT HOSTILE AND SUBMISSIVE HOSTILE.

**7. QUESTION: WHAT IS THE SECOND STYLE OF TRANSACTION WE LEARN TO MAKE?**

ANSWER: CONDITIONAL.

**8. QUESTION: WHY CAN CONDITIONAL TRANSACTIONS  
SOMETIMES BE HOSTILE?**

ANSWER: BECAUSE SOMETIMES OUR POSITIVE REGARD OR LOVE FOR OTHERS BECOMES CONDITIONAL. IF THEY DO NOT DO WHAT WE WANT, WE STOP LOVING THEM AND START HATING THEM -- WHICH IS A HOSTILE BEHAVIORAL DISPLAY.

**9 . QUESTION: WHAT DOES THE WORD HOSTILE MEAN AS  
WAS USED IN THE LEVEL TRANSACTION PRESENTATION?**

ANSWER: A TRANSACTION WHERE "EQUAL VALUE" IS NOT PRESENT.

**10. QUESTION: WHAT HAS TO OCCUR FOR A PERSON TO BE ABLE TO CHANGE FROM THE NEGATIVE GROWTH TO THE POSITIVE GROWTH MODE AND MAKE "EQUAL VALUE" MATURE OR CARING TRANSACTIONS?**

ANSWER: GO THROUGH THE LEARNING BARRIER TO HAVE A LEARNING EXPERIENCE THAT RAISES THE LEVEL OF AWARENESS TO A POINT THAT A PERSON BECOMES CONSCIOUS OF HIS UNINTENDED HOSTILE BEHAVIORAL DISPLAYS.

**11. QUESTION: WHAT IS A POSITIVE GROWTH MODE?**

ANSWER: ONE WHERE A PERSON BECOMES AWARE OF THE PROCESS OF HOW THEY RELATE TO OTHERS AND IS CONSTANTLY SEEKING FEEDBACK SO THEY CAN CHOOSE TO ADJUST THEIR OWN BEHAVIOR SO THEY ARE GETTING THE RESULTS THEY WANT IN THEIR INTERACTIONS OR WHERE THEIR BEHAVIORAL DISPLAYS MORE CORRECTLY REFLECT THEIR INTENT.

**12. QUESTION: WHAT IS THE MOST SELF-CENTERED  
BEHAVIORAL DISPLAY A PERSON CAN MAKE?**

ANSWER: MURDER! A PERSON IS NOT PLACING ANY VALUE ON THE OTHER PERSON'S EXISTENCE WHICH IS THEIR MOST VALUABLE POSSESSION.

**13. QUESTION: WHAT CAUSES "PAIN" IN RELATIONSHIPS?**

ANSWER: UNLEVEL TRANSACTIONS OR BEHAVIORAL DISPLAYS  
THAT DO NOT PLACE AN "EQUAL VALUE" ON THE OTHER  
PERSON.

**14. QUESTION: AS "PAIN" BUILDS UP FROM A SERIES OF UNLEVEL OR HOSTILE TRANSACTIONS, FEELINGS OF LOVE AND POSITIVE REGARD CHANGE TO HATE OR LACK OF REGARD. IF PEOPLE LEARNED TO START MAKING "EQUAL VALUE" TRANSACTIONS, COULD THE FEELINGS OF LOVE AND POSITIVE REGARD BE REESTABLISHED OR RETURN TO THE FEELINGS THEY STARTED WITH?**

ANSWER: YES, JUST AS THEY GREW INTO A PAINFUL POSITION  
THEY CAN GROW BACK TO A LOVING OR MORE PLEASANT  
RELATIONSHIP.

**15. QUESTION: WHICH IS MORE HOSTILE - DOMINANT OR SUBMISSIVE BEHAVIORAL DISPLAYS?**

ANSWER: THEY ARE EQUALLY HOSTILE AS BOTH REFLECT A PERSON'S ATTEMPT TO HAVE NEEDS, WANTS AND WAYS FILLED.

**16. QUESTION: IS A PERSON MORE RESPONSIBLE FOR THEIR  
ACTIONS OR REACTIONS?**

ANSWER: THEY ARE EQUALLY RESPONSIBLE FOR BOTH AS  
THEY LIVE IN THE FEELINGS THEY CHOOSE AND THE RESULTS  
THEY OBTAIN.

**17. QUESTION: WHAT IS AN APPROPRIATE RESPONSE?**

ANSWER: AN ASSERTIVE BEHAVIORAL DISPLAY THAT IS NOT ACTIVELY OR PASSIVELY AGGRESSIVE, ONE THAT PLACES AN "EQUAL VALUE" ON ONESELF AND OTHERS. ONE WHERE A PERSON STANDS UP FOR HIMSELF OR HERSELF AND EXPRESSES THEIR OWN TRUE FEELINGS, DOES NOT ALLOW OTHERS TO TAKE ADVANTAGE OF THEM BUT AT THE SAME TIME REMAINS CONSIDERATE OF OTHER PEOPLES' NEEDS, WANTS AND WAYS.

**18. QUESTION: IS "CAVING IN" A CARING OR NON-CARING WAY TO TREAT CHILDREN IN THE EARLY YEARS OF LIFE – AND WHY?**

ANSWER: NON-CARING BECAUSE IT TENDS TO REINFORCE  
WHAT MAY BE A HOSTILE BEHAVIORAL DISPLAY PATTERN  
THAT MAY CAUSE A BREAKDOWN IN THEIR INTERPERSONAL  
RELATIONSHIPS THROUGHOUT LIFE.

**19. QUESTION: FROM THE ILLUSTRATION OF THE FATHER AND DAUGHTER USING THE CAR - WHAT IS THE DIFFERENCE THE NARRATOR WAS TRYING TO HIGHLIGHT WHEN MAKING "EQUAL VALUE" TRANSACTIONS?**

ANSWER: THE "EQUAL VALUE" OR MORE "LEVEL  
TRANSACTIONS" CONTAINED A PHRASE, CLAUSE OR SENTENCE  
IN EACH PARAGRAPH THAT "TRANSMITTED" TO THE OTHER  
PERSON THE KNOWLEDGE "EQUAL VALUE" WAS BEING PLACED  
ON THEM.

**20. QUESTION: WHAT ARE SOME THINGS A PERSON COULD LOSE IF THEY CONTINUE THROUGH LIFE IN A NEGATIVE GROWTH MODE?**

ANSWER: FAMILY, FRIENDS, JOB ETC.

**21. QUESTION: HOW LONG DOES THE PROCESS OF  
"UNPRACTICING" TAKE?**

ANSWER: THE REST OF ONE'S LIFE.

**22. QUESTION: WHAT IS A "TRIGGER MECHANISM"?**

ANSWER: ANYTHING THAT "BLOCKS" US FROM HAVING OUR NEEDS, WANTS AND WAYS FILLED.

**23. QUESTION: WHAT IS AN "EMOTIONAL DISCONNECT"?**

ANSWER: ANY INTENSE EMOTION THAT IS ALLOWED TO CONTINUE OUT OF CONTROL. NORMALLY AN AUTOMATIC REACTION THAT IS A PATTERN OF BEHAVIOR THAT WE MUST "CHOOSE" TO CONTROL AND "UNPRACTICE".

**24. QUESTION: WHAT DOES "CONTROL LINE" MEAN?**

ANSWER: THE INTENSITY ZONE WHERE IT IS NORMAL TO EXPERIENCE EMOTIONS WITHOUT LOSING CONTROL OF THEM OR BEING CONCERNED ABOUT THEM. WE NEED TO BE CONCERNED ONLY WHEN EMOTIONAL PATTERNS HAVE BEEN PRACTICED AND REINFORCED TO THE POINT THEY ARE NO LONGER NORMALLY "IN CONTROL".

**25. QUESTION: AS WE "UNPRACTICE" OUT OF AN "EMOTIONAL DISCONNECT" PATTERN, WHAT HAPPENS TO OUR "STRESS" LEVEL?**

ANSWER: WE CAN STAND MORE AND MORE "STRESS" OR  
PRESSURE IN MORE SITUATIONS WITHOUT RUNNING AN  
"EMOTIONAL DISCONNECT".

**26. QUESTION: IS IT DIFFICULT TO ACTUALLY TAKE CONTROL" OF A RUNAWAY, OUT-OF-CONTROL EMOTION THE FIRST FEW TIMES?**

ANSWER: YES. IT TAKES A TREMENDOUS CONSCIOUS EFFORT THE FIRST FEW TIMES BUT THE MORE EFFORT THAT GOES INTO THE "UNPRACTICING" MODE THE FASTER THE IMPROVEMENT AND GROWTH.

**27. QUESTION: WHAT KIND OF STATEMENT DID JIM SAY YOU SHOULD NEVER MAKE TO A PERSON WHO IS "SUICIDAL" OR "HOMICIDAL"?**

ANSWER: "HIGH RISK" STATEMENTS SUCH AS - "GO AHEAD AND SHOOT ME IF YOU HAVE THE GUTS" OR "DON'T KILL YOURSELF IN THE LIVING ROOM - PLEASE GO TO THE BATHROOM SO THE MESS WILL BE EASIER TO CLEAN UP."

**28. QUESTION: WHAT SHOULD YOU DO IF YOU COME INTO CONTACT WITH "SUICIDAL" OR "HOMICIDAL" PERSONS?**

ANSWER: DON'T THINK YOU CAN CURE THEM BY JUST TALKING TO THEM - GET THEM TO A MENTAL WELLNESS TRAINED COUNSELOR.

## **ABOUT THE AUTHOR**

J. W. "JIM" Campbell is originally from Shreve - a very small town near Wooster in Northeastern Ohio.

He is a graduate of North High School in Columbus, Ohio, and The University of Nebraska at Omaha. He served as Adjunct Professor at Seattle Pacific University for six years, teaching the subject of "Mental Wellness. He currently works as an author.

Jim is a retired U. S. Army infantry officer who served during the Korean War in one of the original Army Special Operation Units. He also served two tours in Vietnam with J3 on Joint Staff and as a District Senior Advisor in Bac Lieu Province.

He was selected to develop and implement the drug and alcohol abuse program for V Corps in Europe during the early 1970s. His resident rehabilitation program was selected by the United States Senate Drug and Alcohol Abuse Committee as one of the 10 best programs in the world. This assignment began his development of subject of "Mental Wellness."

After developing that program, he continued researching and developing the program while interacting with thousands of executives attending seminars provided by his company, Skills Of Communication (SOCNAT) in Portland, Oregon. As a community service project, he pioneered the development of a very long-term "Mental Wellness" rehabilitation program at Oregon State Penitentiary.

The results of the program developed there - after 20 years of collecting the research data - proved beyond any doubt

recidivism was reduced to less than 15 per cent for those inmates involved in the program for at least one year. The new program focused on upgrading their basic beliefs.

The program cost is minimal because inmates facilitate the program under the supervision of existing trained correctional staff. The only cost is that required to start the program (one full week) and to continue with quarterly evaluations by highly trained SOC staff thus insuring the quality of the program and allowing correctional agencies to predict results.

Jim is also the author of the book “A Brief History of Early Westmoreland County, Pennsylvania.” The book covers the period 1750 to 1775. It comes with a CD containing 10,000 names of the descendants of some of the earliest settlers to the south of Fort Ligonier.

He is presently writing books to provide people with more of his concepts about Mental Wellness: “EQUAL VALUE,” “MAKING CONTACT SKILLS” and a book containing stories of “CHARACTER AND INTEGRITY” obtained from influential people Jim has met during his lifetime.

Jim and his wife, Jan, are parents to 10 children, grandparents to 26.

He now writes as they travel in a motor home currently located at Fort Huachuca, Arizona. Weather is great. Living among the soldiers is certainly an honor. The famous “SOS” at the Thunderbird dining facility is scrumptiously nostalgic – thanks to MSG Nieto, WO Brown and the staff of excellent cooks. Jim may be contacted at:

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