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LISTEN!

YOU'RE TRYING TO TELL YOU SOMETHING



THE BOARD MEETING
IN YOUR HEAD

LISTEN!

you're trying to tell you something



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The Board Meeting in Your Head

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*“All conversations are actually with yourself –
although they occasionally involve other people.”*

—Unknown

PRELUDE

This book teaches a tool you can use to bypass all those “canned” methods and gain truly workable insight into what is happening in your own head. And when you know what is happening in your own head, you can translate that to what is going on in the heads of those you come into contact with, those you are dealing with, and those you are working with, as well as those who work for you. If you are aware of what is happening in your own head, you can be alert to what is happening in the heads of others, as well as in the collective “brain” of other groups in your life such as a board of directors, senior managers, employees, committees, teams, friends, or family members, as well as in the collective “brain” of society in part or in whole. Our tool, when employed, will give you a means to clarify and streamline encounters and situation that might otherwise frustrate you, and cause anxiety, or anger. You can use this tool to create your own unique and effective system of dealing with, counteracting, or defusing situations or conversations that might normally interfere with the smooth progression of your business and personal life.

WHY THE BRAIN CANNOT AUTOMATICALLY ABSORB AND APPLY NEW INFORMATION

If seminars and books could have fixed the massive problems caused by dysfunctional communications, certainly by now it would have happened, but there is a fundamental problem with the methods for communi-

cations and decision-making that are offered in most seminars and books. It's this. While you might want to change or improve something about yourself, your brain has a mind of it's own – it does not work the way we might wish it would or even hope it might. And to add to the frustration, your brain does not operate the way you tell it to operate.

For example, have you ever been nervous about giving a speech or going to an interview or meeting with an important client? And for hours or even days before the encounter you told yourself to be calm, be relaxed, it's just another person like you, not that important, etc. And, then, once the moment arrived, your brain followed a totally different set of directives, and sure enough everything you coached yourself not to do is exactly what you did? Dang! That's frustrating!

Your brain can be very uncooperative when it comes to accepting any new information and instructions, and even more rebellious when it comes to effectively altering your annoying and painful automatic habits and routines. Your brain will not automatically accept or change anything based simply on new data or instructions it receives, unless you understand how it works and deliver the information, data and new directives in the way it can understand and use them correctly.

Your brain needs some help from you when it comes to accepting and then processing new or different information, which you feel might be necessary to really make a powerful or necessary change in your performance and life. In short, if you want to really become a world class

communicator and decision maker you'll have to get your brain to participate, otherwise it will continue to deliver to you the same results it has been programmed to deliver. And it will be a continually frustrating, anxious and often times totally ineffective journey until you eventually crash into the wall of your own resentment where your final words sound like this, "What's the use. I've read books, I've been to seminars, and nothing works. It's just the way it is and I'll have to learn to accept it," – not much genius there. There are actually answers to all of this, and the good news is that you already have those answers and you don't realize it yet.

Your brain is the most sophisticated, elaborate instrument ever created. Daniel Pink in his best seller, "A Whole New Mind" puts it this way:

"Our brains are extraordinary. The typical brain consists of some 100 billion cells, each of which connects and communicates with up to 10,000 of its colleagues. Together they forge an elaborate network of some one quadrillion (1,000,000,000,000,000) connections that guides how we talk, eat, breathe, communicate, learn and move. James Watson, who won the Noble Prize for helping discover DNA, described the human brain as 'the most complex thing we have yet discovered in our universe'."

This book will teach you a tool to monitor what is going on in your head, a tool to actually enable you to take in any information you hear or read in such a way that your brain will actually be able to filter the most useful, significant, brightest, effective and clear parts of the information

and then put them to use immediately regardless of what your previous training or programming might have led you to do.

Your brain operates almost entirely, moment by moment, on what is called autopilot, it's an incredibly valuable and essential feature of your brain, and it also serves as the single source of directing and guiding you toward every thought, feeling, opinion, and action you exhibit, regardless of whether it is beneficial or not. Your brain works similar to the way an autopilot in an airplane works, that is, once the pilot has programmed the coordinates into the plane's autopilot it will go only to the pre-determined place and at the speed it has been programmed. Even if the coordinates are wrong, the plane's autopilot can only direct the plane to its programmed destination. And unless the pilot takes the plane off autopilot and manually flies the plane, the results will be predetermined through the programming of the autopilot. Thankfully poor programming happens very rarely in aviation. However, it happens daily in the on-board autopilot of our computer brains.

You see our brains' autopilots are designed to navigate us through our daily lives in an orderly fashion, to help get us what we think we want, to organize our life with rules, and remember the basics and essential we have chosen for our life, like where we live, who we love, what we like to eat and, yes, how we communicate and make decisions.

And while our own autopilots are our personal navigation system in life, the problem is, our brains are programmed to take us to the same places all the time, even if it is not the best, most effective and profitable place. And if we

suggest to our autopilots that we should consider a new course, a new direction, a better way to handle or react to something, unless we understand how to reprogram our autopilot it's useless – the destination is set in advance.

So, when we attend a communications seminar or read a self help book, unless the information is consistent with how our autopilot is programmed, it is rejected by our pre-set navigational system, and it never gets used for any significant purpose. Your brain's autopilot holds the recording of your life where you have all the programming you've previously chosen to direct you. So if you want to go in a newer, faster, more effective, less stressful direction, if you want to learn to communicate more powerfully, then it will be necessary to take yourself off of autopilot, reprogram yourself, and then put yourself back on autopilot to reach that new destination – otherwise you land in the same place every time – automatically!

Your brain can do it if you give it a chance. Our tool will be the key to absorbing new information, getting clear on your goals, and creating a faster and more effective you.

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INTRODUCTION

When a person develops the urge to write a book, he typically has some purpose in mind. He spends countless hours and usually goes to some expense to put something in writing for the public, or for history, or for posterity. It stands to reason that, in his mind, he has to have a good reason for going to all the trouble. There has to be some idea, notion, insight, or thought that he wants to capture on paper to impart to a reader. It is typically information that he feels he can either say better or that has not been said before that will in some way benefit the person who is reading it. Otherwise, why bother?

So, why did we write this book? Why do we want you to read this book? And, why would you want to read this book? Well, here is the reason we went to the time, trouble and expense to put this in writing for the public, or for history, or for posterity – for you.

Collectively we have seen first hand the seemingly endless problems with communicating and decision making in business. We feel we have developed a solution to those problems – a tool. And, **we have each employed that tool both in business and personally, have seen how dynamic it is, and want to share that information with you.**

So in the case of this book “Listen! You Are Trying To Tell You Something”, we three authors are actually no different than any other author out there. We feel that we have

something to say that has not been said this way before and that will greatly benefit those who read it. In a nut shell, we feel we have developed a tool that you can use in your business that will greatly enhance your communicating capabilities, and your decision making processes, as well as facilitate all your other dealings in business as well as personal life.

Now, that's a tall order, we know. However, once you learn the rudiments of this simple-to-use tool it will automatically become part of your life, part of your way of doing, and can very easily become part of the way you run your business. And once it does that, it will become a part of your way of thinking and will, then automatically benefit you as well as all those who come in contact with you in your everyday life, whether it's home, clubs and associations, personal, or casual encounters – as you move through life.

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This is a special user-friendly, applied version of a tool called Transactional Analysis. If you learn how to use this tool, you will bring much more clarity into your life. It will enable you to:

- Communicate more clearly with yourself as well as with others,
- Assess people and situations more quickly and accurately,
- Reduce the stress and emotions of your business decisions,
- Make more profitable decisions than you have made in the past, and
- Grow your people and your business more quickly.

We all know that a person who is part of the business community (or who even has personal relationships in any form for that matter) needs no studies or statistics to prove to him that miscommunication and indecision is rampant in the human equation. Much time and much money is used to try to remedy these situations and much money and profit goes down the drain as a result of these problems.

In large part we have found that most systems and coaching mechanisms that are available today attempt to offer you

formulas, that is, things to do to correct certain situation, one at a time, situation by situation. Each of these methods imparts a list of dos and don'ts, actions and counter actions in an attempt to guide you to artificially adjust each situation with no consideration of the overall human interaction – no thought for the overall picture of what is actually happening in the situation.

THE TOOL

Several years ago we all had occasion to participate in some meetings and teleconference sessions with a small, hand-chosen group of people who had each been in the corporate and performance coaching and counseling arena for years.

At that time we were already conducting a very large volume of business in coaching, sales and leadership training and related fields. We each made it a point to keep abreast of what was up and coming in the field. So, the purpose of participating in this particular teleconference was to interact with other like-minded people and find ideas and concepts we could add to our repertoire and share with those whom we trained, coached, and mentored.

During one teleconference session we began discussing how some of us ran “Board Meetings” in our head, where the several parts of our thought processes participated. We discussed how valuable it was for us to listen to our joys, fears, misgivings and other feelings we might be

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experiencing, and then how we sort out any discomfort we feel in our own head by calling up accurate data and actually “discussing” it between the various parts of our thinking processes (sometime called the ego states).

We agreed on how much easier this actually seemed than trying to fight or ignore our own thoughts. We shared how we listen to all the input, and then, armed with the knowledge of what role each part of our thought processes played in our life (what job each performed), use all that input to make decisions, sort out dilemmas and, in general, we thought, go forward in life with less hassle and fewer roadblocks.

During several following teleconferences, when this subject was brought up of how we listen to the various parts of our thought processes discuss an issue in what we began to call “Board Meetings”, we came to realize that the majority of the other participants on the calls did not run “Board Meetings” in their heads – or, if they did, they weren’t aware that it was happening.

As time went on and we discussed it in greater depth, several other members of the group began to learn how to conduct Board Meetings in their own heads. Each time they understood the principle, they quickly came to realize how absolutely essential it was in their lives – first, learning that they indeed could do that, and then understanding the dynamics of how it happens.

We were all so intrigued with the value of this information that we decided to collaborate on a project to devise a way

to quickly and easily share this jewel of information with others, – to introduce others to the “Board Members” in their own heads, to clarify what role each plays in their lives, and then to teach them to hear what their Board Members have to say, so they can use that information to maneuver easier through their lives, their businesses, and their relationships.

This book is the result of that collaboration. We hope it will give you a unique look at yourself, as well as provide a means of hearing the valuable information and gathering the insights you are able to bring to yourself.

Your Advisors are talking – so you might Listen! You’re Trying To Tell You Something.

THE DIFFERENCE

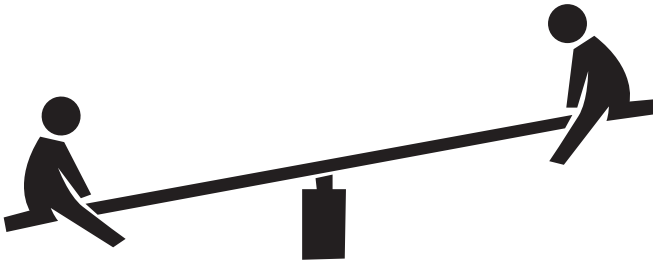
So, why did we write this book? Why do we want you to read this book? And, why would you want to read this book? As I mentioned earlier, we wrote this book because we thought we had something different to offer you, a tool that we feel will in some way benefit you. So, what makes our method so much different – or better, as it were, than the numerous other methods, systems, and schemes on the market?

It’s all in the ability you develop to quickly assess a situation in your life, see both sides, and balance or equalize the numerous factions to smooth out the situation. Here’s

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what I mean.

Let's liken a human interaction to playing on a teeter-totter. The object of playing on a teeter-totter is to counter-balance the actions of the person on the opposite end of the board with actions of your own. So, when their weight lessens as they use the motion of their legs to propel themselves into the air, you then counter that activity with a like motion of your own before your end of the board hits the ground. It's pretty simple. He does something, and then you do something. And on you go.



You've probably found that most methods and coaching systems tend to offer you things to do to correct or counterbalance situations, one at a time, situation by situation, *after* they happen and *because* they have happened. In other words, each offers a system of *reactions* to certain events in an attempt to artificially adjust each situation with no consideration of the overall picture. Like playing on a teeter-totter.

Unlike other methods, rather than offer you weapons to use to counteract what has happened, we give you a tool

that will enable you to get *insight* into what is happening in the big picture so you will be able to adjust the entire situation. Picture this. Using this tool will be like standing on the teeter-totter in the middle of the balance board. In this way, no matter what is occurring on each end of the board, you can feel the activity as it is happening and shift your weight one way or the other to keep the board level or balanced.



In the same way, someone who uses a tool that enables him to be aware of and monitor what is happening in the minds of others can clarify and streamline encounters and situations ***while they are happening or before they actually happen***, not counteract them after the fact. This can enable him to prevent or sidestep situations that might otherwise clutter up the business or personal activities in his life.

We wrote this book to teach you that tool, to make available to you the tool that has proven so valuable to us over the years and to ask you:

LISTEN!

Did You Know?

- That each of us has several parts, or facets, to our thought process. And that part of what makes each of us uniquely different individuals is the level of activity we each exhibit in those several parts?
- That in each individual, these parts are blended together in a unique ratio – much as one would mix paints?
- And that, the mix each of us has makes us become a one-of-a-kind organism, unique in the world, as one or more of these parts of our mental makeup becomes stronger and more dominant in our special mix and other parts become weaker as a result?
- And that our unique mix shapes our values and our views, and is the basis of what and how we think, and “colors” how we see things?

Are You Aware?

- That the several facets of your thought processes create a constant chatter in your head, each trying to present its point of view – a point of view that can be remarkably valuable to you?
- That these several parts of you influences the way you think, talk, react, plan, and make decisions in your day-to-day activities, as well as in the long-term objectives of your life?
- That most systems and types of therapy, analysis and guidance that are typically employed to help us get

along in this world, ask you to repress, ignore, disregard and even fight some of the voices of your own thought processes?

- That by listening to each of their voices you can more accurately identify your wants and needs, your likes and dislikes, your fears and joys?
- And that this knowledge can give you the insight to make clear decisions when the time comes?

Do You Realize?

- That this knowledge of yourself can also provide you with the insight to analyze and understand why you want to do what you feel compelled to do?
- That by sorting this out quietly, in the privacy of your own thoughts, you can decide an appropriate course of action in any given situation before you actually do something that others can see or hear?
- That every person you come in contact with has the same influences in their head and experiences the same chatter?

By applying the principles you are going to be given in this book you will have the tool to not only understand your own thoughts and actions, but also to determine where the wants and needs of other people are coming from.

LISTEN!

This has been one of the most valuable tools in our business and personal lives, and we want to pass it on to you.

The tool we want to give you we call the Board Meeting in your head. That is, the ability to listen to and understand the input of each of these facets of your thought processes.



PART I

MEET THE MEMBERS OF YOUR BOARD

THE SEVERAL PARTS OF YOU

In recent years, clinical observation has indicated and research has concluded that there is more to the average human being than meets the eye. Much of that research and observation has made it evident that, indeed, each of us has several parts, or facets, to our thought processes (or what some call our personality). Part of what makes each of us a uniquely different individual is the level of activity we exhibit in each of these various parts, and the ratio of activity of one part to another.

Although it has been established that these parts exist in everyone; so obvious are they that they have been

categorized, catalogued, analyzed, scrutinized and even named, yet, in each individual, they are blended together at a unique ratio – much as one would mix paints.

As we learned in grade school art class, a person can create an infinite number of hues by mixing varying portions of just a few colors of paint. For instance, if you combine equal portions of, say, red and yellow paint you create a certain orange hue. But, then, if you mix, say, more yellow and less red, the resulting blend will be more golden than the first mix – two different colors from the same two ingredients. Then, if you add a touch of blue to that golden paint, it will take on a greenish tinge. And on you can go, creating a never-ending spectrum of colors from a few basic ingredients.

As we move through life, factors such as the experiences we've had, the situations we've been in, and the data we've absorbed combine to create the ratio of one of the parts of us to each of our other parts like adding colors to a paint mixture. And, as with mixing paint, we each become a one-of-a-kind hue, unique in the world, as one or more of the aspects of our thought processes become stronger and more dominant in our special mix and other parts become less noticeable or effective as a result.

In large part, as we apply our specific mixture of these aspects of our thought processes in our daily life, the blend that makes up our unique mix results in what might be called our demeanor and temperament, – our "style" – the way we conduct our lives and react to the world in general.

LISTEN!

This mix and the way we use it dictate how we react to and deal with day-to-day occurrences in our lives as well. Our unique blend shapes our values and our views, is the basis of what and how we think, and influences (or “colors”) how we see things.

In an attempt to identify the various aspects of the thought processes of a person (sometimes called the personality) names such as id, ego, superego, and inner child, to name just a few, have been assigned to them in the past, – and are still being used today. Many times these names seem to be effectively employed to pinpoint and identify a certain aspect of “personality” for someone being “coached” or “helped” in some way, whether it be by a professional or a layman.

However, it seems that the names that have been devised in more recent times to identify these parts of us have moved away from the old, stuffy, and sometimes disconcerting clinical-sounding titles used in other similar circles, toward more familiar, comfortable-sounding, more understandable names. Therefore, for purposes of our work, we have chosen to use some of those familiar names that are now being employed: “Natural Child”, “Adult”, “Parent”, and “Adapted Child”. For ease of use, many places we will identify them with their initials: ‘NC’, ‘A’, ‘P’ and ‘AC’.

These simplified, everyday names identify each part of a person quicker and easier than clinical titles and seem to simplify the application of them for your own personal use.

Using these names to identify various parts of your thought processes constitutes what we think is the best tool yet devised to isolate your thoughts and determine where those thoughts originate. You can use the information that those thoughts provide to guide and assist you; then go forward in life with as little difficulty as possible. And you will find that using the tool we provide in this book will greatly lessen or, in some cases, eliminate much of the anxiety, anger, frustration, and other negative emotions and thoughts that interfere with your enjoyment of life as a whole.

"I have a new determination and desire to work towards my aspirations."

*—Dan Croft, Project Manager
Arco Design*

"I have also learned better communication techniques to address my wife's frustrations with being a housewife and mother of energetic children. Most importantly... to listen!"

*—Rob Steigerwald, P.E.
Arco Build/Design*

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THE BOARD MEETING IN YOUR HEAD

Routinely corporations, foundations, and other groups of people utilize the services of a Board of Directors when they need to come to joint conclusions or make decisions that are most effective and equitable for everyone involved with the group. Typically, the individuals that make up such a Board are carefully selected for both their expertise and success in various fields of endeavor as well as for their diversification, one member from another.

By drawing from such a collection of talent, a corporation or other group attempts to avoid certain pitfalls that might otherwise negatively affect forward momentum. They look to the experience and abilities of the members of their Board for guidance in important matters.

Of course, it is understandable that a group would strive to acquire the most experienced persons for their Board of Directors. But why does a group also seek to gather persons with diversified backgrounds and interests for these positions? One of the most important assets a Board of Directors can offer a company is its collection of the different points of view each Board Member brings to the table. By listening to and evaluating the opinions, data, and information that originate through these different points of view, the Chairman can avoid the possibility of being misled by company “yes men” and collect factual and pertinent data to consider in decision-making.

For instance, let's say a large corporation has the opportunity to expand and open a new part of its operation in another city. The Chairman of the corporation might call a Board Meeting to discuss the pros and cons of that possible move. In doing so, he is searching for diverse ideas, data, and opinions from various points of view. During that Board Meeting, that Chairman should be able to use his Board Members as advisors, from which to gain insights that he might not have considered up to that point.

A member whose knowledge is in real estate might ask about the housing market for transferred employees, or about the tax structure in the area, or the school system – things a real estate expert might have in mind. A Board Member whose background is in sales and marketing might want to see the results of market analysis for the proposed area. Still another member might voice concerns about freight transportation between the existing company and the proposed facility in the new location.

After considering input from all the various and diversified Board Members, the Chairman can start to round up the loose ends and assign people to pursue data and gather information that he will need to make an informed decision when the time comes. The most important things the Chairman does during that board meeting is to make sure he hears the input from all members of the Board, considers it all pertinent initially, then discards what does not apply and utilizes the remainder in making clear decisions or forming a meaningful plan of action.

LISTEN!

However, if the input from one member begins to be heard above all others, the full value of the entire Board can be greatly diminished.

If any one member of his Board of Directors becomes a “dictator”, maybe by force of personality, or his vast experience, or because of his standing with the Chairman, or simply as a result of the timidity of others, where his influence outweighs that of other members, much of the collective value of such a meeting could be lost.

The term, “Board of Directors” seems to be derived from the idea that the objective of each member of the Board is to “direct”, or point, the company in what each considers the appropriate direction and keep the company aligned with what each thinks is its actual intentions – as each individual member sees and understands it.

A Board of Directors can become either a Board of Dictators or a Board of Advisors, according to how the Chairman hears, considers, and utilizes the input of each of the members.

As it is in a corporate Board Meeting, so it is in your head. The various aspects of your thought processes are giving you valuable input from various points of view that you can use to understand situations and run your life at all times. And, as with the Chairman of any Board, although you

might not choose to act on each bit of advice your Advisors offer you, simply by listening to each diverse opinion and weighing all input carefully you can gather information that will prove extremely valuable when you make a decision or choose a path in business, in personal affairs, or life in general.

The several aspects of your thought processes (your Board Members) converse with you – in fact they create a constant mental conversation in your head (head talk), each trying to present its point of view, – a point of view that can be remarkably valuable to you.

When you learn to use the tool we offer you in this book you can employ the various aspects of your thought processes to form your own personal “Board of Advisors”; each Board Member an expert in some aspect of the way you think, react, plan, and make decisions in your day-to-day activities, as well as in the long-term objectives of your life.

“I have learned to handle myself better in situations in my professional and personal lives. I am more aware of my actions & comments in front of others. My thought process has changed – I think about situations differently now.”

*—Janice Wadsack, Office Manager
Renaissance Finance*

LISTEN!

Most systems and types of therapy, analysis, and guidance that are typically employed in some fashion to help you get along in this world, ask you to repress, ignore, disregard, and even fight some of the voices of your own thought processes – your Board Members. But, actually, by listening to the input of each you can more accurately identify your wants and needs, your likes and dislikes, your fears and joys. This knowledge can give you clearer insight and remove the confusion that might surround decision-making, as well as help you avoid much of the anxiety, frustration, and anger that might otherwise be associated with these things.

What makes a Board of Directors valuable is the collection of talent and points of view each member brings to the Board Meeting. But, if the most forceful Board Member is allowed to continually have the floor so that his input outweighs all other opinions, that Board Member becomes, in effect, a Dictator, not an Advisor. When each member has an opportunity to present his point of view – only then is the complete picture of factual information, hopes, concerns, dreams, ideas, plans, cautions, and excitement laid on the table for your consideration.

This knowledge of yourself can also provide you with the insight to analyze and understand what you really want to do and why you feel compelled to do it. Then, by sorting this out quietly, in the privacy of your own thoughts, you can decide an appropriate course of action in a given situation before you actually do something that others can see or hear.

When all members of a Board of Directors feel comfortable with adding their input, they begin to function as a powerful and effective Board of Advisors. And, as Advisors, they can guide a company, a group, a family, or an individual to go forward with all possible momentum with full utilization of what assets they possess at the time. Likewise, if the members of the Board of Directors in your head feel comfortable with adding their input, the consideration of all of their contributions can lead you to a clear understanding of your actions, which can serve as your best guide in all functions of your life.

LISTEN!

“I feel I have learned things that will help me in my personal and business relationships through the remainder of my life.”

—Skelly Fleming, Construction Superintendent

“I am able to stop myself from making rash decisions or engaging in counter productive behavior.”

*—Dalila Sotelo, Senior Vice President
McCormack Baron Salazar*

“My understanding of [this tool] has helped me be more comfortable in my communication style, less anxious in certain situations, and less prone to act (or react) in ways that do not serve me well.”

*—Daniel Donnelley, President & CEO
Alltype Fire Protection Company*

I'd like you to meet your Board of Directors in your head, who, when heard and considered, can become your most valuable Advisors and can guide you in decision-making as well as in all other functions of your life.

LET ME INTRODUCE YOU meet your board members

Any time you “think things through”, “mull things over”, or have mental arguments with yourself, you are, in fact, running a Board Meeting in your head. Any one of your Board Members may “have the floor” (be talking *to* you and *through* you) at any time. We offer you a tool in this book that will make it possible for you to begin to act as “Chairman” of that Board in your head. This will result in your ability to use the value from each of those Board Members to full advantage. As one of our colleagues says, when she first began to actually “run” Board Meetings in her head, by the time she was aware the meeting was underway, it was already in mid-riot. This goes to illustrate how, in every minute of each day, throughout our lives, our four Advisors are attempting to guide us by stating their positions, reminding us of the rules we have adopted for our life, warning us of dangers, and feeding us data. But without your ability to monitor their activity, your Board Members can run amuck, each one grabbing the floor whenever it is possible, shouting, arguing, filibustering, and confusing you at every turn.

Until you learn to hear and consider the input of each Board Member, the riot will continue in your head. This book is designed to identify each of your Board Members so you can act as Chairman of your own Board of Advisors in your head.

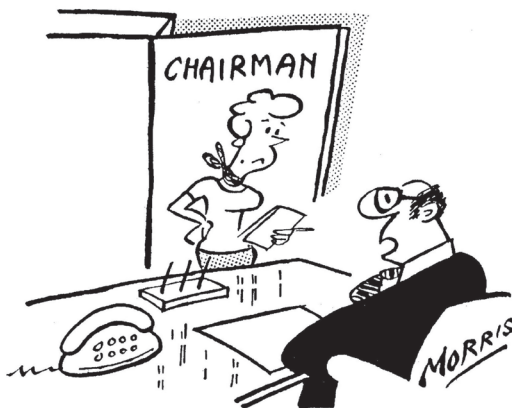
Each Advisor in your head looks, acts, and sounds differently

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from the others. They have different roles to play in your life and specific jobs to do.

Their objective is to get you through life in the fashion each has devised for you and, therefore, thinks is important to you.

You may find that they are a real lively bunch, or, as we three have found in our cases, a “motley crew”, and that they may have some tricks up their sleeves that you might not have consciously discovered yet. A closer look at these characters – the members of the Board of Directors in your head, will reveal the individuality of each and the diversity of the group, as well as the particular role each plays in your life.



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“Two weeks without a boardroom coup - I wonder what they're up to?”

MEET THE NATURAL CHILD IN YOUR HEAD ('NC')

The Natural Child in you is “in the moment” as you interact with the world around you, or, as some like to call it, in the “now”. He is innovative and creative, and adventurous. He experiences the fun, wonder, and exploration of new things. Like an uninhibited child he lives life as it comes to him with no thoughts of what has gone before or what might come after, gleefully enjoying each new wonder and delight that he encounters.

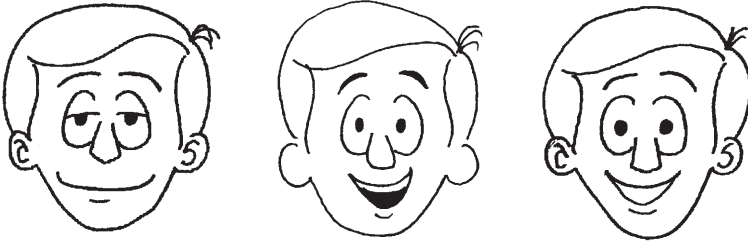
When you are under the direction of the Natural Child in you ('NC'), you respond spontaneously and naturally to events. Under 'NC's influence you live in the present and carry no “baggage” of past experiences. When 'NC' is given the floor in your Board Meeting, he can tell you what you really want out of life. Only when you learn to make contact with and hear the Natural Child in you can you actually find out what your true wishes are. He is the only one who knows. Clearly introducing his input into your thought processes means the difference in separating what you want to do from what you think you should do, can't do, won't do, must do, hate to do, or any other of a myriad of baggage-laden input from other Board Members.

When 'NC' influences you, you take in so much of life and your surroundings; you sense adventure, excitement, joy, glee, and wonder. You explore and try new things. You trust. You play and have fun. Under the direction of 'NC' you live in the present with no concerns for what occurred

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in the past or what might happen in the future.

When you are under the direction of 'NC', you might look like this at times.



The Natural Child in you sends all the data he collects on his daily escapades to other Board Members to record and store for future use.

"[This tool] has given me a new found sense of freedom to do and try things I've been wanting to for years but had found reasons not to."

*—David Suson, President
Proliance Group*

"My wife and I spend... more time together just having fun which is a priority for me and my family."

*—Timothy Walkenhorst, Financial Advisor
Renaissance Financial*

MEET THE ADULT IN YOUR HEAD ('A')

The Adult in you is the part of your thinking processes that collects all the information 'NC' receives as you experience things and move through life. 'A' stores this information as pure, unenhanced data, and processes and categorizes it for future use. He deals in objective observation, and is a storehouse for all the actual data and information you have been exposed to. He has no agenda of his own, but his library contains all the facts and statistics to present for other Members of your Board to analyze and act upon.

There are no emotions or judgments associated with the Adult in you. 'A' sees all, but judges nothing. He does not give advice, but if you are astute, he can present factual, untainted information that you can use to make appropriate decisions. It's the job of the Adult in you to collect and organize all the data to which you have been exposed, and then report on it when you ask for it.

The Adult in you sorts and calculates possibilities from all the data and information you have been exposed to in your life. He is both your storehouse of factual information and your data processor. He estimates probabilities, examines alternatives and presents you with options from which to make choices.

Here's how he operates: Ever since it became possible for you, as an organism, to accept information about either your surroundings or your internal situation, the Adult in your head has been collecting that information and organizing it in a

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storehouse of data from which you can gather facts you need to understand and assess situations and make decisions.

'A' has the ability to present all factual information you have in your data bank and utilize that, and that only, to calculate possibilities and probabilities to draw conclusions when you need to go forward in either private or business situations. In order to achieve this feat, you need the tool and skills to isolate the pure Adult data from the "head talk" of your other Board Members whose opinions (although valuable in some situations) might interfere with a particular, decision-making process.

HOW 'NC' AND 'A' WORK TOGETHER

Being able to separate all the input your Board Members offer you along with knowing what prompts each Member's contributions can enable you to learn to hear each one out. Then you can bring all your thoughts into accord so you can move forward without the hindrance of old baggage – and without creating new baggage in the process.

If you know the language and the voices of all the aspects of your thought processes, you can listen to their input, consider it, understand where it is coming from, and then still make a decision from pure Adult data. The objective of listening to all the Board Members in your head is to:

- hear what each has to say, then
- understand why some information is not pertinent at

that moment, as well as to

- utilize all fitting information while making decisions.

Although it is of major importance to listen to each of your Board Members at all times, you will find that two Advisors ('NC' and 'A') work very well together and create less friction than the others might cause.

'NC' knows exactly what you want out of life, what will make your life fun, exciting, fulfilling, and rewarding and he will tell you exactly that if he gets a chance to have the floor in your Board Meeting. You can give him the floor by asking yourself, "What really makes me happy? What do I like? What do I envision for my future?"

But because many of us are so steeped in what we *should* do or what we *must* do, we sometimes have to ask ourselves the reverse, "What do I not like?" then work backwards in a process of elimination to arrived at the answer to the first question, "What do I like?"

After 'NC' shows you what you want (your vision), you can look to the Adult in you to search through all the data that you have been exposed to all your life to determine how you are going to move toward that vision.

'NC' and 'A' work cleanly, without the clutter of fears and misgivings, or the encumbrance of rules and regulations that your other Board Members might carry.

- It is the job of 'NC' to focus on the present (the "now"), and make choices that will result in a happy,

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fulfilling life.

- It is the job of 'A' to categorize the realistic data that 'NC' takes in; to make options and choices available to him when he asks for that information.

Now, that is a duo that any CEO would be proud to have on his team.

A QUICK REVIEW OF 'NC' AND 'A'

The Natural Child in you and the Adult in you work very well together.



'NC' knows what you want out of life. He has the vision of what will bring you happiness and fulfillment.



'A' collects and sorts the pure data you have been exposed to that you can use to determine how you are going to move toward that vision.

However idealistic this all may seem, we are all laden with our share of old baggage from past experiences. Because

of this, you can begin to really know yourself only after you have heard from every Member of your Board of Advisors. And, although 'NC' and 'A' are really clear when it comes to decision-making, the others also offer you valuable service, insight and advice. Here is how they work.

"I've come to realize that my energies have been mis-allocated for the past several years... I'm doing less and less of what I want and like to do. I've gotten with the 'status quo' and I've been using methods and means in both my professional and personal life that are not making me happy and are certainly not making me 'rich'!"

—Polly Kinslowe, McCormack Baron Salazar, Inc.

"These concepts helped me gain clarity on the type of job I WANTED. ...I was able to formulate a plan to achieve it. ...using my skill sets that I enjoy the most; and being paid what I wanted! Amazing!"

*—Shawn Berry, Senior Consultant, ERP, HR
Sisters of Mercy Health System*

"I have no doubt that this will be my best year ever for my career..."

*—R. Wayne Klenke, Financial Advisor,
Renaissance Financial*

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MEET THE PARENT IN YOU ('P')

There is a set of rules that you have collected by which you run your life. These rules are instilled when you are taught by what you consider authority figures throughout your life. Your rules also form as a result of lessons learned and ideas, philosophy, politics, and ethics adopted as part of the system that you run your life by. Your collection of rules is stored in what we call the Parent in you. His job is to, first, collect those rules, and then hold them up for comparison against every situation or event that you experience, to determine if that event or situation “fits” the rules of life you have established for yourself.

Since you have been able, as an organism, to take in information from both your internal and external situations and surroundings, you have been forming rules by which you strive to run your life. Many times these rules help you get through life with less stress and friction, but just as many times these rules might be neither helpful nor useful to you or to those you come in contact with. As you go through life, meeting new people, experiencing new things, encountering new circumstances, you are constantly rearranging, changing, juggling, overwriting and, in other ways, dealing with your life’s rules to fit your new beliefs.

There are several methods by which you add rules to your rulebook. Let’s consider a few of those methods.

1. **Instilled by authority figures:** Your earliest rules (and,

oftentimes, your most powerful and emotionally driven rules) were most likely instilled in you by parental or authority figures in your life – and are most likely still being formed by your contact with those figures. Your parents or guardians had the task of “keeping you safe” and “getting you through life” while you were young, and, therefore, were compelled to admonish you to do this or not to do that. Each one of these warnings, commands, and demands became one of your rules at the time. You might call these rules your ethics, your morals, ideals, attitudes, your “up-bringing”, values, beliefs, or some other title that, to you, means the foundation or basis for all other rules structure.

It seems that the earlier you accept a rule into your Parent (your rulebook), the more ingrained and basic that rule becomes to your life. As you go through life, experiences, events and your own Board Meetings in your head (whether the Chairman has called it to order or not) serve to reinforce or temper, change, or override the rules that came before. This occurs on a continuing basis.

For example: Let’s say you have adopted the basic rule that states, “Don’t drive too fast.” You have heard that most of your life, told either to you personally, or to someone else when you were within hearing distance. In this example, let’s consider that this is one of your basic rules: “Don’t drive too fast”.

Now, before you can write this off as “just a simple traffic law” and not a rule that could possibly govern your life,

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consider the following:

- Unless you have to actually *see* the speed limit signs to even *know* there is such a thing as a speed limit;
- Unless you never have a qualm while you are driving when you see a Highway Patrol vehicle;
- Unless you can actually *forget* there is a speed limit that you must follow;

this rule *does* govern your life. It is a rule of life. It states, "Don't drive too fast (or bad things might happen to you)."

And, this rule, like all others that you adopt for yourself, doesn't remain static. It is always changing as you collect data from experiences and circumstances in your life. Your own Board Members can temper, qualify, or define that rule when you mull it over in your own mind, mixing in your own data, your fears and wishes. From other facts and figures stored by 'A', you might conclude that the faster you drive, the more damage you can do to your vehicle or your body if you have an accident. And the faster you drive the more difficult it is for you to control your vehicle. This doesn't change the basic rule, but explains or elaborates it for your own use.

Municipal laws can further define and clarify your basic rule "Don't drive too fast" by setting parameters such as 65 or 70 mph on the highway.

However, your own Board Members can make that even more personal by adopting the rule of thumb you have been

hearing that you can get by with going seven or eight miles above the speed limit and not get pulled over for speeding if you stay in the right lane as much as possible.

So, if we track the development from that basic rule “Don’t drive too fast”, we might find that the definition of that rule (whaddaya mean by “too fast”?) is “anything over seven or eight miles above the speed limit on the highway if you stay in the right lane as much as possible”. So, your new basic, tempered, defined, clarified, qualified, personalized rule actually becomes “Don’t drive faster than seven or eight miles above the speed limit on the highway – and stay in the right lane as much as possible”.

And so your rulebook fluctuates constantly.

2. **Derived by circumstances:** Some of your rules came about when you first began to understand what made you feel good as well as what was uncomfortable for you either mentally or physically. As early as you were able to discern the difference, you probably began establishing this type of rule that may still be in your rulebook – and you may still go by them. Rules you form as an infant such as “Continuous crying will always get me attention”, or “Continuous crying will not get me attention, but will result in my feeling sick and worn out”, might be reworded later in life as “Someone will always come and fulfill my needs”, or “I will always have to take care of myself”.

These types of rules that you formed and adopted as a result of your own Board Meeting tend to become a major

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part of how you think of yourself in relation to the world and others. When your own Board meets to decide a matter, the decisions that you form and adopt into your rulebook from that meeting are very personal.

The difference in the depth of conviction associated with a rule that is adopted because of the edicts of authority figures compared to one that is the result of your own reaction to circumstances can be illustrated by an old song. *Mama Told Me Not To Come*, released in the 70s by several artists such as Three Dog Night relates a young man's thoughts as he gets into a seedy situation that has made him extremely uncomfortable.

Some of the lyrics go:

*Want some whiskey in your water?
Sugar in your tea?
What's all these crazy questions they're asking me?
This is the craziest party that could ever be,
Don't turn on the lights 'cause I don't wanna see,
Mama told me not to come
Mama told me not to come
She said "that ain't the way to have fun, son"*

*Open up the window, let some air to this room,
I think I'm almost choking from the smell
of stale perfume,
And the cigarette you're smoking,
'Bout to scare me half to death,
Open up the window, let me catch my breath,*

*The radio is blasting,
Someone's knocking at the door,
I'm looking at my girlfriend, she passed out
on the floor
I've seen so many things, I ain't never seen before
Don't know what it is, but I don't wanna
see it no more
Mama told me not to come
Mama told me not to come
She said "that ain't the way to have fun, son"
Maybe I should've listened...*

Of course we know that no one reading this book has ever been in a predicament such as that – ahmmm, well, anyway – but, if you stretch your imagination, you can see how this can be used as an illustration of how a rule we adopt as a result of our own discomfort or pain or fear is much easier to incorporate into our rulebook than one that originates with an authority figure.

Now, if you'll notice, "Mama (the authority figure) told him (stated her rule) not to come", but only after he experienced the situation and formed his *own* rule that states "I don't want to be in this situation or any like this" did he have a rule that was deeply personal. Mama may have told him not to come, but now he is telling himself he shouldn't have come. That's more powerful. That's different.

This serves to illustrate how powerful your own "head talk" is. And this can be demonstrated in your own life very easily. As with the guy in the song, how many rules do you

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now have in your Parent that had to be reinforced by your own Board Meeting before they actually became part of you. Rules that had been laid out by “authority figures” who had already been there, done that. Rules like: “Don’t try to launch a business without having a marketing analysis, business projection, and cash before you begin.” or “You can’t just cram the night before and expect to pass your finals.” (I’ll bet you can add a few more here, yourself.)

3. **Collected from society:** Society and the peer group with which you associate present you with a myriad of rules, and pressure you to adopt them as your own (add them to your rulebook). You readily accept many of society’s rules such as “Always drive on the right side of the road” because you quickly see that it would be counterproductive to do otherwise. However, if you have a chance to drive in many other parts of the world, you must temporarily overwrite or set aside that rule for one that you determine is viable in your new circumstance for safety’s sake. So, in that instance, you will more than likely adopt a new rule, “Drive on the left side of the road in this country.”

Fashion demands that you adhere to certain rules – and change them when fashion changes. Rules such as “Never wear white shoes in autumn.” or “Horizontal stripes make you look fat” might stick with you most of your life. However, other rules like “My socks must match my tie” or “It’s cool to wear my baseball cap backwards” might come and go from year to year – or even from week to week as trends dictate. Fads and

peer pressure make for ever-changing rules about how you “should” look to the world. You choose to add those rules to your rulebook or not, as circumstances and other rules that you have in your Parent dictate or permit.

Our susceptibility to fads and fashion could very well stem from our rule that states “I need to be ‘in’ with current trends and ideas to prevent me from feeling uncomfortable.”

4. **Set by precedent:** Precedent, itself, probably establishes a good portion of your rules – if a thing happens several times, it is probably going to happen. Rules like “In the past I checked that store for my brand of shampoo two times – they still probably don’t have it.” or “Every time we have an Independent running for office, they lose.” or even “I always get bad service at that restaurant – I’m not going back.” can be sometimes added to your rulebook as a convenience factor, to prevent you from wasting your time if nothing else.

The Parent in you (‘P’) holds an untold number of rules that you run your life by. You have old ones that have been part of you since you were very young, and you accept or make new ones constantly. And these rules are the reason ‘P’ is on your Board of Advisors – to remind you of what you have decided to do and what regulations you have chosen to apply in your life.

The title “Parent” or ‘P’ seems fitting here, because when this part of your thought processes has the floor in your Board Meeting he tends to tell you that you “hafta” and “shoulda” something or other. Likewise, when you are

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under the direction of 'P' you tend to speak in "hafta" and "shoulda" language, generally associated with parental admonitions.

'P' has other duties he also performs for you. You have seen how he establishes, categorizes and sorts through all the rules you make or adopt to run your life by. However, his duties also include holding all events and situations you come into contact with up to those rules to make sure they fit them, plus he tries to protect those rules from infraction.

So the Parent in you has three duties to help you run your life:

- Collecting and categorizing your rules of life,
- Checking each event in your life to see if it "fits" your rules, and
- Defending your rules against infraction, both by you and by others.

When you perceive that a situation, event or action does not fit your rulebook (the Parent in you), there are certain reactions that can automatically occur among some of your Board Members.

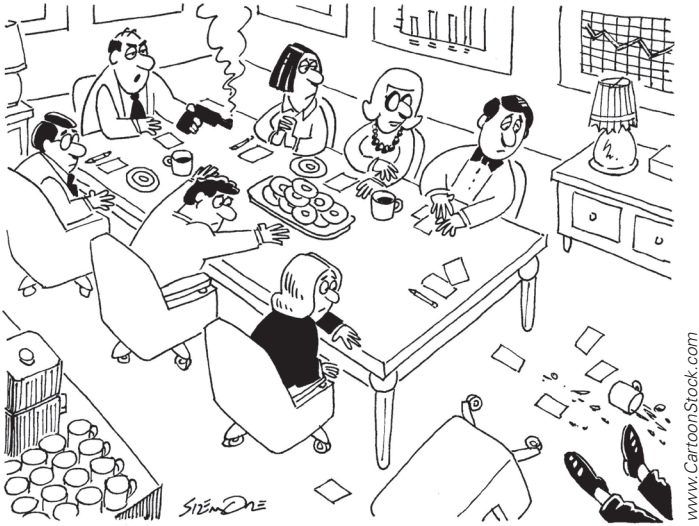
Here's what happens: Each time you encounter an event in life, that event is compared against your Parent (rulebook) to check for infractions. It's sort of a knee-jerk reaction. You don't have to think about it. If what you are encountering in the present fits your rules of life – that is, you agree with

and are comfortable with what you see and hear around you, you live the moment and you go on from there.

However, if what you are encountering in the present goes against any of your rules of life – that is, you disagree with or are uncomfortable with what you see and hear around you, ‘P’ considers the information he is receiving as “alien”. By “alien information” we mean that the situation generates information or data that ‘P’ doesn’t recognize, that doesn’t fit the rules already in your rulebook. When he detects alien information, a reaction occurs among your Board Members. In response to your discomfort at that “nonfit”, you respond in one of two ways depending on other of your rules besides the one that is being infringed. We’ll explain.

When you encounter a situation, event, or action that is contrary to your rulebook, you quickly choose whether to defend your rules, or blend into the situation by bending or changing *your* rules (superimposing the new rule over a rule that you had already adopted). Your choice of blending or defending is arrived at by searching through and comparing your entire collection of life’s rules to determine how the pros and cons of each possible choice stack up. This can be accomplished in a split second if the occasion warrants, or it can take any amount of time you choose, according to demands of the situation at hand.

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"Let the minutes show that Fenwick brought up the subject of corporate ethics."

MEET THE ADAPTED CHILD IN YOU ('AC')

The Adapted Child in you is a collection of all the feelings you have ever felt in any circumstances of your life. These feelings are stored at the same time the Parent in you stores the event or situation that occurs. 'P' records and stores what goes on, and 'AC' records and stores all the feelings you have at the time. 'AC' stores all the feelings, good or bad, happy or painful, you feel when things happen in your life, and reminds you of those feelings by replaying those messages and feelings that have already occurred when he is triggered to do so by similar circumstances or situations (like playing a movie).

We like to use the word "movie" and the phrase "memory movie" when referring to how the events of your life are recorded, stored and recalled. As you encounter an event or happening in your life, you live it and that experience is recorded in three ways:

- in your Adult as units of information (unrelated data) as we've explained earlier, but also
- in your Parent as an event (related data), which can become a rule.
- In addition to this, at the same time you record the *feeling* you felt while you were living that event or happening. The 'feeling' part of your experience is recorded in the Adapted Child in your head.

Here's the way that happens. The Adult in you is a vast

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storehouse of data – information you have been exposed to during your existence. Now, the first time you walked outside and noticed the sky was gray, some of those bits of otherwise *unrelated* data became grouped in your Adult storehouse. So, when you observe that the sky is the color gray, you add the unattached data of “sky” to the color “gray” – you now also have *attached* data: “sky is gray”. ‘A’ detected a correlation between the two units of data, they are relative to each other at times, and thus they become *attached* in some instances. If you ventured farther outside and it began to rain, your Adult would quickly put that data with the other units: “sky”, “gray”, “rain”. This might prompt your Parent to adopt and record a rule in your rulebook that says, “When the sky is gray it will (or might) rain.” Now, according to whether you enjoyed getting rained on (wet) or not, that *feeling* would be recorded in the Adapted Child part of your rule as comfort (I like it) or discomfort (I don’t like it). The addition of your feeling would complete your rule to state, “When the sky is gray it will (or might) rain and I will get wet – and I (don’t) like that.”

Thereafter, every time you see that the sky is gray, your rule (with accompanying ‘AC’ feeling) will play in your mind like a movie. When you recall a happening such as this, with its accompanying feelings, it is not “real” – not happening in the “now”. It might as well be a movie in your head. And, indeed, that is what it is – a movie in your head – a memory that you play back – a Memory Movie.

Here’s how the Adapted Child in you works: An ‘AC’ reaction starts out much like that Parent knee-jerk reaction

we talked about earlier. That is, each time you encounter an event or a situation in life, that event is compared to your Parent (rulebook) to check for infractions. If what you are encountering in the present fits your rules of life – that is, you agree with and are comfortable with what you see and hear around you, you live the moment and you go on from there.

However, if what you are encountering in the present goes against any of your rules of life – that is, you disagree with or are uncomfortable with what you see and hear around you, it stirs activity among your Board Members. This type of activity is occurring continually and constantly in your head whether you are consciously aware of it or not. When you learn to become Chairman of your own Board you will be able to recognize, monitor, control, and greatly benefit from all this activity. Otherwise, as our colleague said, you're apt to find your Board Members in mid-riot at any given moment.

In response to the discomfort of that "nonfit" you have the choice to react in several different ways, according to a compilation of the other rules in your rulebook. You can choose to defend your rules against the alien information, situation or event, attempting to protect your rules, or you can choose to blend with the new information.

Your choice of reacting to defend or blend comes about through the actions of your own Board Members as they guide you. And your own unique ratio of strengths and weaknesses of your various Board Members will cause you

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to have a tendency toward one or the other. If your Parent Board Member is one of your most powerful members and his influence is strong, you will have a tendency to defend your rules against any outside attempt to change them or to introduce new ones. On the other hand, if your Adapted Child Board Member is typically seen and heard more often than your Parent Board Member, you will more than likely blend.

HOW YOU DEFEND

When you defend your rules against the new information or situation you encounter that causes you to be uncomfortable, the Parent in you is directing you to do so.

The term “defend” means, “to drive danger or attack away, to secure against attack, to maintain against forces, to guard, to protect.” So, if you react in a defensive mode, you are forcefully resisting the addition of the new rules that have been presented to you. In that case, you might blurt out something like, “Oh, yeah. Says who?” which means “That goes against my rules and I won’t allow that in my world.” In this case, you have asked ‘P’ to step in and protect ‘AC’ from the alien information.

The following is a greatly simplified scenario that might help to clarify this. For instance, if one of your coworkers drops by your desk wearing a bright blue tie and says, “Like my new green tie? Margie gave it to me.” here’s how you might react. First of all, you will inwardly determine that

your rules say that the tie is blue, not green. Your rulebook has a definition for green, and it certainly isn't the color of that tie.

In a knee-jerk Parent reaction to protect your rules you might defend them by saying to yourself, "That is not a green tie." If other rules you have adopted for your life include "Always protect your rules", or even "Always correct misconceptions when you can", you can be assured that your Board Members will automatically react this way.

The Parent in you has two ways he can go when protecting your rules. If you do choose to react in a defensive way, you then have the option of using either of two modes; the Stern Parent or the Nurturing Parent.

Here's how that might go:

- **Stern Parent:** If you are under the influence of the Stern Parent in your head, in the green tie scenario you might blurt out, "What? Are you nuts!? That's not green. That's blue." This is a quick defensive move to emphatically state your rules of life that you see are appropriate for the situation in order to "knock out" your opponent's stated rule that is alien to your own. (In this case the rule in a nutshell is "Green is green. Blue is blue. Green is not blue".)
- **Nurturing Parent:** On the other hand, if you are under the influence of the Nurturing Parent in your head, you might quietly say something like, "Isn't your tie more a shade of blue? Sometimes it's hard to tell the difference." or "What shade of green do you call that?"

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Although this parent maneuver is employed to accomplish the same result (to override or side-step someone else's rule that is alien to you), the tactic is smoother and more cunning than that of the Stern Parent.

Although these two sides of 'P', the Stern Parent and the Nurturing Parent, have separate language, mannerisms, demeanors and methods, the agenda is the same – that is to make sure you run your life by the rules you have set for yourself.

Their job is not to judge or editorialize those rules, but to blindly attempt to make you live by them and to impose them on everyone and everything else that comes into your life, by whatever means they can devise to do that.

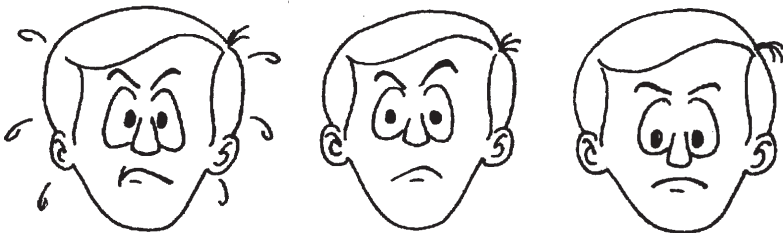
They both “view” things as black or white, okay or not okay (my way or the highway). This part of you can also serve to protect you and others from what you consider to be potentially harmful.

When 'P' is directing you in Stern Parent mode you can come across very formidable. You can present yourself as the authority figure, and can wield a lot of power over your other Board Members as well as over other people that come in contact with you.



A familiar Stern Parent figure

Under the influence of 'SP', you tend to judge, control, threaten, punish, defend, regulate, rule and demand. When you are under the direction of 'P' in his Stern Parent mode you might look like this at times:



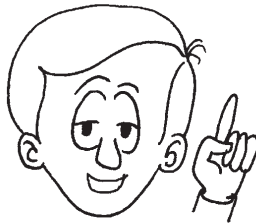
However, when 'P' is directing you in Nurturing Parent mode you might scold, cajole, urge, care for, help, teach, explain, govern, deny, organize, comfort, or use any number of other more gentle ploys to single-mindedly enforce your rules.

LISTEN!

As far as the Parent in your head is concerned “Rules are rules”, whether those rules are now, or have ever been in the past, beneficial or hurtful to you or to anyone else.

The Nurturing Parent mode is much easier for the recipient to deal with. It seems much “nicer” and friendlier than the Stern Parent mode, and, many times if you are using ‘NP’ tactics, a person isn’t even aware that you are being defensive. However, in each case the results you are trying to accomplish are the same – to protect your rules.

If you are under the direction of ‘P’ in his Nurturing Parent mode you might look like this at times:



HOW YOU BLEND

The choice to react to alien rules in a blending or defending manner is arrived at by searching through and comparing your entire collection of life's rules to determine how the pros and cons of each possible reaction stack up (just as the driver did when he had to switch from the right side of the road to the left side while in Europe). This can be accomplished in a split second if the occasion warrants, or it can take any amount of time you choose, according to demands of the situation at hand.

The term "to blend" is defined as "to mix or mingle. To combine or associate so that the separate constituents or the line of demarcation cannot be recognized". So, if your reaction is to "blend", you try to "fit in" and determine how you are going to work the new alien information into *your* existing rules so that you are indistinguishable from the forces bringing you that new rule. When you are influenced by this part of your thought processes, you are under the direction of the Adapted Child in your head. You choose to adapt your rules to fit what you see around you. Unlike when you defend your rules, in this case, 'AC' doesn't call on 'P' for help.

Many times the use of your Adapted Child Advisor serves you well. For instance, you might choose to blend in a situation such as driving in a European country where your rule "Always drive on the right side of the road" might not be the safest thing to do. So, you blend with the situation by adopting a new rule, thereby you adapt your existing rules

LISTEN!

to fit the circumstances, even if it is a temporary thing.

However, this same part of your thought processes, the Adapted Child in you, can hinder you when he takes the floor too often in the Board Meetings in your head, playing too many movies and reminding you of all the times you felt uncomfortable or afraid, if you choose to run with those feelings. His influence can result in your not realizing or achieving your aspirations and dreams because you tend to adapt your plans and schemes to fit other people's ideas and goals. This is an instantaneous process in your head. The Parent in you asks, "Have I experienced anything like this before?" to which 'AC' might reply, "Oh, yeah! And it was bad (or great)".

If you get lost in your own Adapted Child, you begin to live your life according to the wishes of others.

For instance, if that coworkers drops by your desk wearing a bright blue tie and says, "Like my new green tie? Margie gave it to me." here's how you might react if you are under the influence of 'AC'. First of all, you still determine inwardly that your rules say that the tie is blue, not green. Your rulebook has a definition for green, and it certainly isn't the color of that tie.

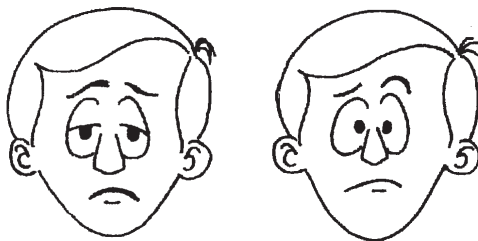
However, you might choose to blend because, although 'P' says, "That is not a green tie", yet other rules you have adopted for your life might include, "Always leave

well enough alone”, or “Don’t meddle where you don’t have any business”. Or you might think it could be all a joke, whereupon ‘P’ might show you your rule that says “Never get in a situation where you might become embarrassed.”

In the blending Adapted Child mode you might mutter, “That’s nice.” or “Oh. I see.”, or some other vagary. (By the way, your Adapted Child records the feelings you feel when you substitute other people’s wishes for your own, when you are not permitted [even in your own head] to express yourself.) This only serves to reinforce any Adapted Child blending tendencies you might already have, providing even more movies to replay, and making it even more difficult to pull out of that mode and adopt another mode that is more true to what your Natural Child really wants for you.

When ‘AC’ is directing you to blend, you can feel resentful, depressed, rebellious, helpless, overwhelmed, guilty, dismayed, embarrassed, fearful – or in a host of other “non-beneficial” ways.

When you are under the direction of ‘AC’ and are blending you might look like this at times:



LISTEN!

"I've been operating out of my rational thoughtful mind as contrasted to the emotional and judgmental thinking that prevailed in excess in the past."

—David Hotle, Principal
Rubicon Institute

"[TA] is leading me to take charge of those past patterns [of communication and behavior] and redefine them to serve me well now."

—David Dumeay, Vice President
McCormack Baron Salazar

"[This tool] has enabled me to break through the barriers caused from self-limiting beliefs and old 'programming' that have been holding me back."

—David Suson, President
Proliance Group

"TA has taken me from always feeling like a victim to understanding my fears, anxieties, depression, feelings of guilt and overall negativity."

—R Wayne Klenke, Financial Advisor
Renaissance Financial

The Adapted Child in you is geared to making sure you don't make the same mistake twice. He comes in handy when he records the pain you experienced the first time you touched a hot stove as a toddler. Then, the second time 'NC' thinks the fire is pretty; 'AC' immediately takes the floor in your head and reminds you of the pain you experienced the time before. He plays the memory movie in your head of your touching the stove and the pain you felt when you did.

Chances are by this point the Parent in you has already adopted a rule that states, "Touching a stove causes pain". (Later this rule might be tempered and amended to one that states, "Always check to see if a stove is hot before you put your hand on it, because touching a hot stove is painful.") That's one way we learn – and one way we mold and change our rules to fit our age, our intellect, and our experiences.

The old adage, "Fool me once, shame on you. Fool me twice, shame on me." refers to the folly of not heeding the input of that particular Member of the Board of Advisors in your head. You may find that 'AC' is a busy fellow. His job is to register any feeling of discomfort you have in your situation or surroundings and play it back when triggered to do so by similar occurrences.

However, those movies that play in your head can also be your own worst enemy if their messages keep you feeling afraid or timid about all the "what ifs" and "supposes", and prevent you from accessing and utilizing the information housed in 'A' to make decisions and go forward in business or in life.

LISTEN!

Needless to say, the Adapted Child in you is very active and can fill your life with a lot of discomfort – after all, that’s his job. He exists to remind you how you once felt in a similar situation or predicament. There are times when that sort of information will come in handy – to remind you of a time when you felt a certain way about the same situation or the same type of scenario you are into (or are about to enter into) now. For that reason, if for no other, you need to listen to the input of the Adapted Child in your Board Meetings.

So. Are all memory movies bad? Let’s not forget, that the Adapted Child in you reminds you of pleasant experiences also. Your memories are stored in ‘AC’, and, just as he will try to warn you of how it tasted before when you are about to take a dose of castor oil, so he will remind you of how your favorite ice cream tasted, or how you felt when you wore that shirt the last time and someone complimented you on it.

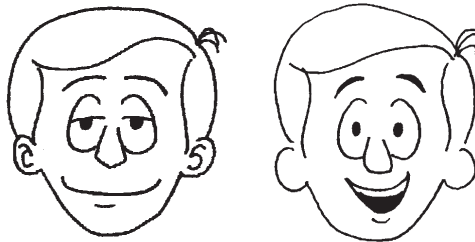
‘AC’ also records the good feelings you feel when good things happen, and can also play those feelings back for you in the form of memory movies so you can experience again how pleasant, exciting, fulfilling or fun an event or situation felt to you before. The Adapted Child in you holds the feelings you felt when you experienced the pleasant sensation of, say, a bite of apple pie. Those feelings can, then, replay for you as memory movies when you are deciding which dessert to order, or when you are hungry.

The Adapted Child in you remembers all the feelings, pleasant and unpleasant, that you feel when you experience

a thing. 'AC' records all those feelings and reminds you of them from time to time in reaction to a situation in your day-to-day life.

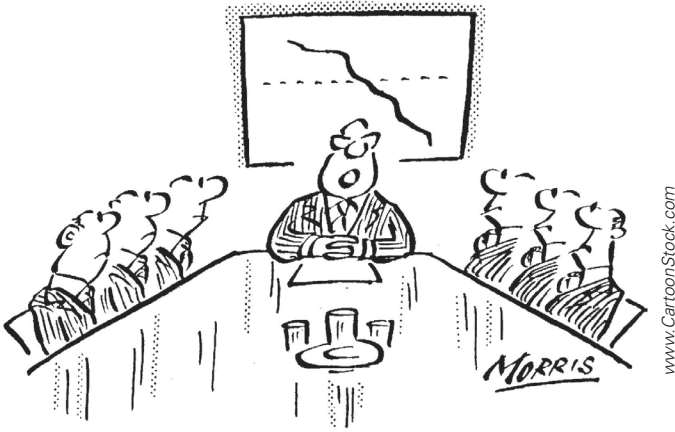
'AC' holds information such as how you reacted pleasantly to certain smells, textures, sounds, and tastes. You can feel excitement and happiness through 'AC' memory movie playback. Like 'NC', 'AC' can feel wishful and hopeful. Through 'AC' Memory Movies you can anticipate the recurrence of an exciting, pleasant, or favorite event such as an annual picnic or weekly poker get-together. It's that part of you that keeps the other parts of you excited and awake the night before an event such as a long-awaited vacation.

When you are under the direction of 'AC' you can also look like this at times:



Whether good feelings or uncomfortable ones, 'AC' reminds you of those old feelings in the form of movies in your head, saying, in essence, "This is the way you felt last time." That's his job.

LISTEN!



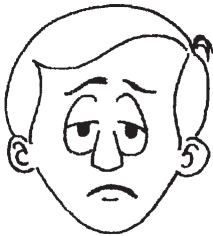
“Let’s vote. All those in favour of flying to Switzerland, withdrawing our secret bank account and splitting?”

A QUICK REVIEW of 'P' and 'AC'

The Parent in you and the Adapted Child in you trigger each other and can cause you to live your life in a movie – and not in the present.

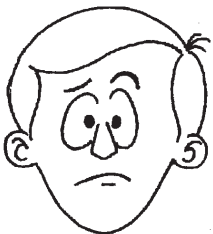


'P' holds the collection of rules you have chosen to live your life by.



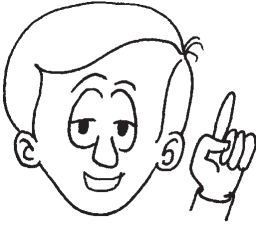
If something goes contrary to those rules, 'P' triggers 'AC' to remember the feelings you experienced when something like that happened before.

When 'P' triggers 'AC' to react to an infraction of your rules, 'AC' reacts in one of two ways.



BLENDING: If he blends, 'AC' accepts the new rules and they are added to the rulebook. He blends into the rules of others.

LISTEN!



DEFENDING: If he defends, 'AC' challenges the new information and, with the aid of 'P', defends his rules of life. He does this in one of two modes:

He tries to enforce his rules by using tactics such as threatening, punishing, or demanding, or he tries to fix or change the situation with softer tactics such as teaching, explaining, scolding, helping, and urging.

"Having the clarity of when I am in my 'adapted child' or my 'parent' and how that can hold me back from being an effective leader is nothing short of a real breakthrough for me."

*—Todd Harrell, Chief Operations Officer
Renaissance Financial*



‘Ladies and gentlemen-our new range of toys...John, let Sue have the truck or I’ll send you both outside!’

LISTEN!

ABOVE AND BELOW THE LINE where your mind is

As we have illustrated already, two of your Board Members work smoothly together to get you through life and make it possible for you to fulfill your visions. However, your other two Board Members tend to stay in a fantasy world. To easily illustrate what is happening in your thought processes, we coined the phrases "Above The Line" and "Below The Line". This refers to an imaginary line, which a person slips to one side of or the other in conversation and in dealings with others – as well as with themselves in their own board meetings.

ABOVE THE LINE

YOUR WORLD OF MEMORY MOVIES

Where 'P' and 'AC' are very active, and you live in the **FUTURE** or the **PAST**.

THE LINE

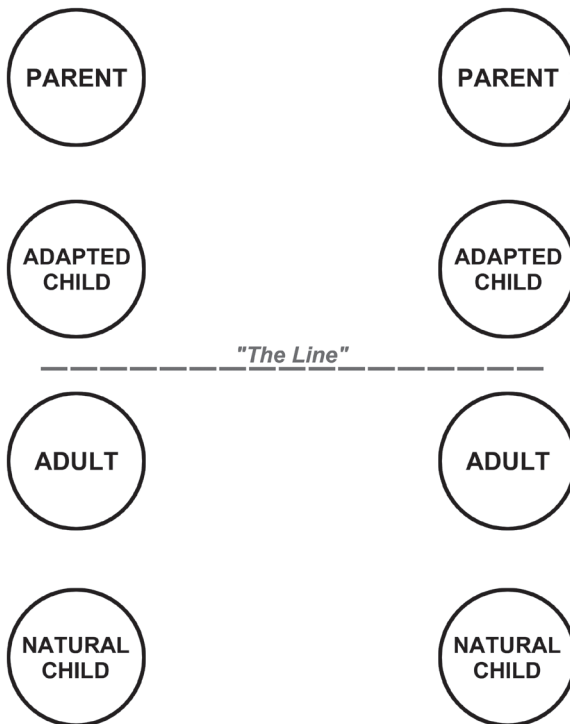
Between Your Movies and Reality

BELOW THE LINE

YOUR REAL WORLD WHERE YOU FUNCTION IN THE NOW

Where 'NC' and 'A' are very active and your thoughts are grounded, so you can think and act in the **PRESENT**.

However, most of the time when your Board Members are mentioned in this book they will be illustrated by the use of a somewhat simpler graphic like the following:



When one of your Board Members that is above the line of reality and one that is below the line have the floor at the same time, they have no way of working together. The above-the-line Memory Movies can interfere with nearly all activities of daily life.

LISTEN!

A good example of this type of activity is illustrated in the two following cartoons. Although this guy is at work, which is a result of instructions from the Parent in him, yet 'NC' is active; telling him what he really wishes to do, even as he tries to do his work. His Parent Board Member (rulebook) is saying that he *should* work if it is a workday, but 'NC' is not cooperating.



Now, look at the reverse scenario. When the guy actually gets to the golf course, which is what 'NC' was wishing while he was trying to work, do you see what can happen? Now 'AC' has guilt feelings because 'P' says he "should" be working. So, while 'NC' tries to have fun, 'P' and 'AC'

are clucking their tongues and playing movies in his mind of where his rules say he “should” be. The problem here is that by continually playing his movies, he is not only less productive at work but enjoys his recreation less. His mind is always elsewhere.

When one of your Board Members that is above the line of reality and one that is below the line have the floor at the same time, they have no way of communicating and working together. They interfere with each other so that nothing is ever as clear, as fun, as rewarding, or as meaningful as it could otherwise be.



LISTEN!

THE INCREDIBLE INFLUENCE OF 'P' AND 'AC'

In the 1960s and 1970s emerged a lifestyle movement in the United States and elsewhere in the world that was immensely unsettling to the social status quo at the time. The concept was alien to the Parent rules of society in general and, therefore, was frightening to the Adapted Child of many people in authority at that time.

Most media attention seemed to mainly focus on a small fringe of people that considered themselves “followers” of that movement, many of whom abused drugs and conducted themselves in a manner that was intolerable to society as a whole at that time. The news media was compelled to label the movement “hippie”, Communist, and “free love”, along with other titles that rang strangely on the ears of “god-fearing” Americans. However, lifestyles such as “free love”, drug use, and the “flower child” mentality reflected only a small sub-movement, and didn’t accurately portray the ideology proposed by the person who was singled out as the unwilling scapegoat “leader” of that movement.

If you peer through all the dust and smoke of media hype and lunatic fringe antics that prevailed during that era you might detect the actual Natural Child concept of that movement. The concept triggered the Parent and Adapted Child of government officials to wage war on that ideology by any means at their disposal. Here’s what I mean:

During that time the unwilling “leader” of that movement, whose ideas struck such fear in the Adapted Child of national leaders wrote and recorded a simple song that triggered shock waves through much of western society. Here are the words John Lennon sang telling how the Natural Child in him would like the world to be. Through the words of this song he tried to show others how to look at their world through the eyes of their own Natural Child. The song is entitled, *Imagine*. Some of his words are below:

*Imagine there's no Heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today*

Notice what he was saying. Put aside all of the fears that are a result of preprogramming (see beyond your ‘P’ rules and ‘AC’ movies) and focus on what is around you right now – unleash the ‘NC’ in you. Come “below the line” with me. What do you see? What do you really want?

*Imagine there's no country
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace*

LISTEN!

Again, his message is: Imagine that there are no repressive rules, no armies killing each other over a piece of land, no religious anger, no squabbles over possessions. All this stuff is triggered by 'AC' fear and misunderstanding. Imagine a time or place where all this doesn't exist – a peaceful time when you can rest.

This concept was so startling to many powerful officials in the United States Government that there were repeated attempts to deport John Lennon and his wife (each attempt was defeated in court).

To sit and ponder this era in history, you might wonder how many other times a concept like this one has arisen – a concept that could have fostered a change in thinking that might have freed people from their Adapted Child fears, misgivings, and hurtful prejudices spawned by their own pre-programmed and outdated rules. Think of how many times a Natural Child idea like this one could have given people a chance to catch a glimpse of what their 'NC' could see, if allowed to do so. This would not have necessarily automatically resulted in their throwing aside all of society's rules and regulations and running amuck through the streets, but it might have given them a chance to see for themselves what day to day reality is – the beauty and wonder of just living and thinking – and being.

Then we might wonder how many times people who have been privileged to conceptualize (or "imagine") a Natural Child world have been branded with names such as "Anarchists" or "Cultist" because the world *they*

imagined was alien to the ideas of the majority of people. And *then* we might wonder how many times in our own lives our own Natural Child has been shouted down by the influence of our own Adapted Child that resulted in our blending with the dictates of the Parent of authority figures instead of listening to the actual insight other people might have given us. How different might we be? And, so it goes globally, internationally, and nationally, in families, in clubs, in religious organizations, and in your own head.

The same give and take between the Natural Child and the Adapted Child can rage in you at any time in your Board Meetings. And, only when you, as Chairman of that Board, utilize this tool to hear, consider, and moderate all the input from *each* of your Advisors can you be sure that the loudest or strongest of your Board Members doesn't become a Dictator and squelch all other input. Listening to your own Board Members in your head can ensure that your own 'AC' fears and 'P' dictates (as well as those of others) don't cause you to miss out on much of the wonder and beauty of life.

Imagine being able to do that!

WHAT HUE ARE YOU?

Each of your Board Members seems very real in your head, although as Chairman of that Board, you act as spokesman – that is, the world sees only you, although you are always under the direction of (or under the influence of) one or other of your Board Members. As each of your Board

LISTEN!

Members takes the floor and advises you throughout your day, your attitude, facial expression, voice tonality and inflection, as well as body language change as your “head talk” changes. You reflect the attitude of the Advisor that has the floor and the job he performs in your life.

However, as we said at the beginning, overall each of us takes on a certain ratio of one influence over another like we were a mixture of paint colors. And, as we go through life we develop a unique, one-of-a-kind mix when all these components of our thought processes blend together to create a color, or hue, that is distinctly us.

Let’s pause here a moment and have some fun with an exercise. Typically, the Board Member that “has the floor” at any one time dictates how you respond to situations, how you speak, the words and voice inflection you use, as well as your body language and the expression on your face – your demeanor. With that in mind, take a few minutes to read the following statements and choose the number that describes, generally, how often or how much each describes your outward bearing, or your demeanor – how you might typically respond.

Although every scenario has its different nuances and it might seem difficult to find an exact fit, there is no right or wrong to this exercise and we would like you to just pick out the number that comes closest to describing how often and how strongly each statement describes you. Use the numbers as they are listed below to grade the extent each statement fits you.

| | |
|---|--|
| 0 | Never: That never describes you. |
| 1 | Seldom: That rarely describes you (maybe once or twice a year). |
| 2 | Occasionally: That describes you often enough for it to be noticeable to those around you (semi-monthly or maybe once on each project). |
| 3 | Regularly: That describes you quite a bit (a 50-50 chance). |
| 4 | Often: That describes your preferred way of doing. |
| 5 | Always: That describes the way that people have come to expect you to act. |

After choosing the number that seems to be the best fit for you, place it in the box to the left of the statement. Later, you can transfer your choices to a graph on page 202 to learn more about which of your Board Members has the floor (is directing you) more often in your head.

- _____ 1. I'm the first person people call when they need something.
- _____ 2. I don't do well with incompetent people.
- _____ 3. People describe me as a fun loving and easygoing person.
- _____ 4. I like to see different points of view before I make decisions.
- _____ 5. When others don't perform up to standards, I correct them on the spot.

LISTEN!

- _____ 6. I feel guilty when I don't do what I should do.
- _____ 7. I seem to always be able to make time to help someone out.
- _____ 8. When I'm sad, I cry.
- _____ 9. I have a duty to honor my commitments.
- _____ 10. I want all the facts I can get before I make a decision.
- _____ 11. I don't like to try new things.
- _____ 12. If someone I know were down on his luck, he could come and stay with me.
- _____ 13. I say, "Rules are rules".
- _____ 14. I'd usually rather watch than participate.
- _____ 15. My comments and observations make people think.
- _____ 16. I like to go with my impulse.
- _____ 17. I expect others to do what I say.
- _____ 18. I've loaned a lot of small sums to people over the years.
- _____ 19. I don't get swept up by other people's emotional judgments, hysteria or alarm.
- _____ 20. I try to live up to the standards that have been set for me.
- _____ 21. People have fun when they are around me.
- _____ 22. Fear keeps me from doing things I really want to do.

- _____ 23. I don't mind giving direct orders to someone.
- _____ 24. I like to create new things.
- _____ 25. I always give people a second chance.
- _____ 26. I am spontaneous.
- _____ 27. People rely on me to be objective.
- _____ 28. When I buy something that's not as advertised, I take it right back to the store.
- _____ 29. If I see someone falling behind, I'll stay and help them catch up.
- _____ 30. I feel uneasy when things don't go the way I planned.
- _____ 31. I don't like to do the same old things.
- _____ 32. I don't lose my head when things go wrong.
- _____ 33. I recognize when people need help even before they ask.
- _____ 34. I don't like to speak up at meetings.
- _____ 35. I say, "Either lead, or get out of the way".
- _____ 36. My word is my bond.
- _____ 37. I like to meet new people.
- _____ 38. In a group, I am the voice of reason.
- _____ 39. I am known as someone who likes to have fun.
- _____ 40. I get data before I take action.
- _____ 41. When others are struggling, I give encouragement.

LISTEN!

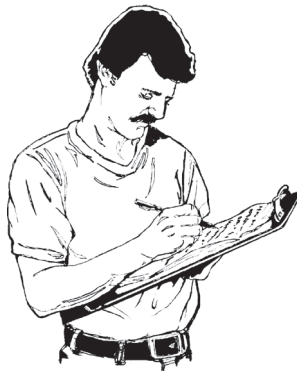
- _____ 42. I like to train people.
- _____ 43. People don't seem to listen to me.
- _____ 44. I can make business decisions with little or no emotion.
- _____ 45. I'm easily embarrassed.
- _____ 46. I'm good at setting people straight when they aren't doing their job properly.
- _____ 47. I'd like to go to a new place every year for vacation.
- _____ 48. I feel uncomfortable around new people.
- _____ 49. I remain calm in a crisis.
- _____ 50. I enjoy helping others.

YOUR BOARD MEMBERS Let's Look at them Again

THE NATURAL CHILD IN YOU AND THE ADULT IN YOU WORK VERY WELL TOGETHER



'NC' knows what you want out of life – your true aspirations. He has the vision of what will bring you happiness and fulfillment.



'A' collects and sorts all the pure data you have been exposed to that you can use to determine how you are going to move toward that 'NC' vision.

LISTEN!

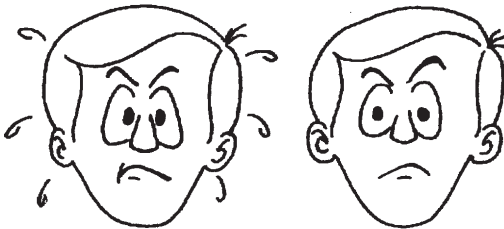
THE PARENT IN YOU AND THE ADAPTED CHILD IN YOU TRIGGER OFF OF EACH OTHER AND CAN MANY TIMES CAUSE YOU TO LIVE YOUR LIFE AS IF YOU WERE IN A MOVIE – AND NOT IN THE PRESENT.

They record all the events, experiences, and feelings you encounter all your life as if they were movies. You, then, play back certain ones in your head when something occurs that is similar to that movie.

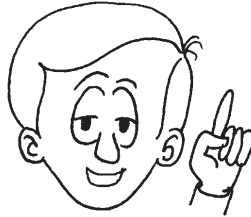
'P' uses these movies to create all your rules for you (as well as for everyone else) to live by. 'AC' holds all the feelings and emotions, pleasant and unpleasant, you felt when you had each of those experiences.

Using the information in these Memory Movies as though it were real, both 'AC' and 'P' tend to react to events automatically.

When 'P' encounters a situation or event that doesn't fit his rules, he tries to defend those rules against that new (alien) information by showing force such as anger or disappointment in his Stern Parent mode.



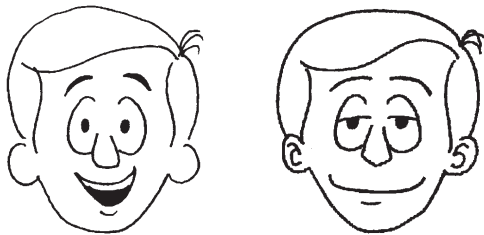
Or, 'P' can choose to come across as a Nurturing Parent and use softer, more "caring" tactics to protect his rules.



If circumstances cause you to blend with the new information you encounter in a situation or event, 'AC' will feel the same feelings you felt before in such a circumstance.

But don't forget!

Replaying Memory Movies of pleasant events can also conjure up 'AC' feelings that might leave you feeling happy or content.



LISTEN!

“Understanding and embracing the concept of Transactional Analysis, or the Board Meeting, has been of extraordinary value to me in both my business and personal life. The ability to have a difficult conversation while ‘staying below the line’ allows me to be an active listener, achieve better understanding of the other person’s position, and reach more effective solutions – and best of all, I leave the conversation with a sense of calmness instead of anger or frustration. That’s golden for me.”

*—Bob Moore
Retired CEO, AZO, Inc.
Chair, Vistage 3592*



PART II

IDENTIFYING THE MEMBERS OF YOUR BOARD

LISTENING TO YOUR BOARD MEMBERS

Recognizing their voices

Constantly, moment by moment, the Board Members in your head feed information to you automatically – and have been doing so all of your life. They chatter away, and, if you learn to listen to them, to consciously run a Board Meeting, they will give you a unique and exquisite knowledge of yourself – of why you do what you do, think what you think, fear what you fear, and make the decisions that you make.

Their unique advice and guidance is yours, free, to utilize. It's spoken from voices that have brilliant and intimate insights into your hopes, dreams, concerns, and hidden agendas (that you might not even be aware of consciously). To be able to tap into this treasure trove, all you have to do is allow yourself the opportunity to:

- Learn to hear and recognize their voices by identifying the language, mannerisms, voice inflection, and tonality of each.
- Listen to and consider their input. Hear them out. They are trying to tell you something.
- Bear in mind that they each have their own special purpose and agenda – their job in your life.
- Be aware of the job that each is set up to perform and consider their input accordingly.

For instance, don't rely on the Parent in you ('P') to wholeheartedly endorse your choice to take a day off from work to play golf. 'P' might consider that "playing" goes against the rules you have adopted as your work ethic.

Likewise, don't rely on the Adapted Child in you to give you decision-quality advice on a merger you are considering, since his job is to replay all of your feelings of joy and elation, sorrow and distress that he associates with such experiences, feelings you have felt in the past when making or considering such a move.

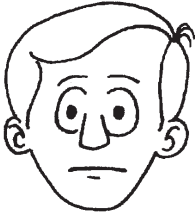
LISTEN!

The input of the Parent and Adapted Child in you is valuable to you, however. You want to hear each of them out. They will give you exquisite perspective on why you have feelings of hesitation and indecision, or why you want to rush ahead. Then, when you have consulted with *all* of your Advisors; the Natural Child in you, the Adult in you, the Parent in you, and the Adapted Child in you; only then have you gathered all the available data to form your decision, as well as to guide you through every aspect of your life.

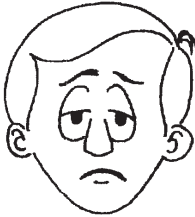
“While there are many benefits to understanding [this tool], the one I always replay in my mind is ‘review the data’. I review the data, ask questions and make a decision based on the data I have to review at that particular time. I have come to find that my decision making process overall is solid.”

*—Douglas E Hazel, President & CEO
Hazel Concepts, Inc.*

If you are having difficulty recognizing the Board Meeting taking place in your head, try this. When you awaken some morning, relax and listen to their input – remembering the unique role each plays in your life. The chatter will typically go something like this:



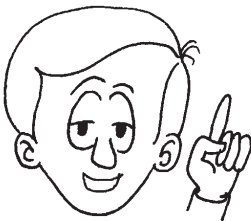
'A': It's Monday, the 8th. It's raining.
My left knee hurts.



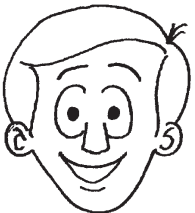
'AC': Monday?! Oh, Man! Geez! And
that report is due tomorrow.



'SP': Yeah! Idiot! I guess you should
have finished it Friday afternoon
or got off your butt over the
weekend. Now you've done it!



'NP': I needed a little down time
over the weekend. I've been
overworked for a while.



'NC': Do I smell pancakes?

LISTEN!

Listening to yourself the first thing upon awakening is a great way to begin to learn to perceive your Board Members in your head. However, as you become more familiar with the subject, you might find it helpful to stop several times a day and ask yourself the following question: “Which Board Member is talking to me (and therefore through me) right now?” This accomplishes several things; it immediately calls the Board Members to order, and it grounds you in the reality of what is going on with you at that moment. It places you in the “now”, so to speak.

You use the Adult in you to monitor where you are in relation to the line of reality. So, in this respect, ‘A’ can act as a sort of “sergeant-at-arms” where he keeps an eye on the participants at your Board Meetings and steers the proceedings in the direction of your true wishes.

RUNNING A BOARD MEETING IN YOUR HEAD

Calling and running a Board Meeting in your head is quite a simple process. You talk to yourself all the time. When you mull a situation over or mentally weight what you consider the pros and cons of a decision, either in business situations or in your personal life, you are running a Board Meeting. What you hear in your head are your Advisors... advising you.

Earlier you were introduced to the tools that will enable you to develop the skills to identify who is talking and what

their agenda or motive is – what is behind their advice and requests. All you need to do now is practice. So, let's sit in on some Board Meetings of other people.

Jane, Inc.

Jane's Board Members are discussing an ongoing problem with one of the employees. As Jane sits with her coffee one morning, reflecting on recent events, her Board Members begin to offer her their points of view of the situation. Jane's Board is typical, consisting of:

- 'NC' (Natural Child) who is responsible for innovation, recreation and joy.
- 'A' (Adult) who collects, processes and analyses data.
- 'P' (Parent, both Stern Parent ['SP'] and Nurturing Parent ['NP']) who provide all the rules Jane has adopted by which to run her life.
- 'AC' (Adapted Child) who serves to remind Jane of everything that has happened before.

As Jane calls the meeting to order 'AC' takes the floor:

'AC': "This sort of thing makes me so tired."

'NP': "Yeah. I know. It's something that all business owners have to go through. But, I don't see why people can't just do their job..."

'AC': "Everyone is talking about it. I sure wish I had tackled this at the very beginning of the trouble."

LISTEN!

'SP': "Yes. Well. You didn't. Now you've got a real mess on your hands."

'NP': "And, we're going into the holidays, now. And she'll be out of a job at the worst possible moment."

'AC': "Maybe I will hold off until the first of the year. Not make such a fuss right at this time."

'SP': "Oh. Give it a break, Jane. Do what you have to do. Get it over with. It's not gonna help your bottom line any to keep her around. Good grief! It's time you prove who is in charge here – stop being so weak."

'AC': "Things like this are just so difficult for everyone – and cause so much tension."

'NC': "I'd like to get this behind me so I can enjoy the holidays. I'm excited about getting away for the New Year celebration. It'll be fun to get four days to just ski and relax..."

'A': "Here's the information I currently have. First, it shows that this employee has been unproductive for a long time. Secondly, you have pondered several times how you should go about letting her go. Thirdly, conclusions from the data on her performance, both before and after you spoke to her about it, indicate that it is not probable that the situation is going to improve."

'AC': "Yeah. But if I just wait till after the holidays..."

'A': "Here's what I deduce: She will get severance pay and probably unemployment insurance. With that sum, she will, in all likelihood, not hurt for necessities (if you are worried about that, 'NP'). It's been my experience that when employees perform as poorly as she has been performing, they are usually dissatisfied with their job. Now, if you wait till after the holidays, not only might she be unhappy (in this job), but you will also be unhappy (because you will have this hanging over your head). Plus, the unresolved situation will probably wear on the other employees; (I've seen this sort of thing trigger a downturn in an entire business). Output is already less than it has been in the past. If you deal with this now, it will be more equitable for all."

'AC': "Yes, but I'm really afraid that it will ruin her holidays, you know, if ..."

'SP': "'AC', give-it-a-rest..."

"I have learned how to delegate much more efficiently and effectively, and this, in turn, has improved my relationships with coworkers."

*—Jim Keeven
ARCO National Construction Company, Inc.*

LISTEN!

Jane, Inc. in everyday life

Jane can use this same tool, the knowledge of her Board Members, to sort out all manner of everyday problems and difficult situations. Let's say that, over coffee some morning, Jane's Board meets to discuss what course of action she might follow that will best serve her as she grows older. The same Board Members she uses to conclude work-related questions, she also relies on to bring her to a fitting and appropriate decision on this personal matter – a decision that will serve everyone's needs and wants in as equitable a manner as possible, given the circumstances.

Her Board Meeting might go something like this:

'SP': "You know. That shrub in the side yard really needs trimmed – or, actually, it needs replaced."

'AC': "I just don't have the time to do all of this stuff anymore. I guess I can hire someone..."

'NC': "I wonder how it would be to have someone else do a lot of this yard work. Then, when I retire, when I have more time, I can sit and read – or get a hobby. Sewing! I used to enjoy sewing. Hadn't had my machine out in years. Wonder if it still works. Bet they have all kinds of fancy new gadgets for machines now – embroidery programs and such."

'AC': "I guess I'm just getting old. Can't seem to do as much. Slower, I guess."

'NC': "I'd like to have more time for myself. Maybe travel..."

- 'A': "It appears to me that, with the kids gone from home – and Jim gone, this house is larger than is necessary for your present situation. It seems that this large house and property that once enhanced your life is detracting from the quality of the life you envision now."
- 'NP': "Are you suggesting selling – moving? She needs to keep this house! The grandkids love to come here."
- 'AC': "AND, the kids'll think you've gone senile..."
- 'NC': "Yeah, but what about me? I'm not really happy. Just sort of going through the motions. I want to do something different – to have fun."
- 'A': "There are a number of options I can think of, Jane, that will free you from feeling shackled by this place. Like a reverse mortgage or selling outright and relocating to a smaller house, an upscale condo or even a gated community where you might find all kinds of activities and new friends your age. I've run across lots of possibilities."
- 'NP': "You know. It's time I started living for me. A change might be just what we need."
- 'SP': "It's settled, then. No more living as a gardener, baby sitter and housemaid. We'll start looking into all of this."
- 'NC': "Yeah! I like this idea..."

LISTEN!

"I am now re-energized with a new outlook on life and have been able to change my personal and professional relationships for the better."

—Dan Croft, Project Manager
ARCO Design

"However, the most important thing that [this tool] has brought me – is peace. I am a cooler, calmer and more collect person now."

—Janice M. Wadsack, Office Manager
Renaissance Financial

"I have become much more aware of my actions and have been able to focus on what is important to me, and to let go of the things I cannot control."

—Timothy Walkenhorst, Financial Advisor
Renaissance Financial

"[This method] has helped me think clearly and communicate more precisely. I've resolved several professional relationship issues as a result."

—David Hotle, Rubicon Institute

Look Back at Jane, Inc. Board Meetings

In Jane's first Board Meeting, from the conversation between Jane's Board Members regarding the employee situation, it seems that she had been hesitating to institute some overdue personnel changes because of some personal ('AC') hang-up. 'AC' gives this away when she whines; "This sort of thing makes me so tired." And then goes on to clarify her position by adding, "Maybe I will hold off until the first of the year... Not make such a fuss right now." 'AC' does not want to make waves, wants it all to "go away", and wants everyone to like her. She will even put her business in jeopardy to keep from rocking the boat. She has a need to comply with others' wishes and even bend her own rules to do so.

There are an untold number of small businesses that go under because strong 'AC' activity prevents the owner's 'A' and 'NC' from accessing real data from which to make appropriate business decisions.

When a business owner or manager hires someone out of a sense of duty or procrastinates making needed decisions out of fear of non-acceptance, that business is not likely to survive very long.

As you can see in the case of Jane's Board Meeting, the 'NP' and 'SP' in you will more than likely jump on the bandwagon wherever it is easiest to do so. In this instance, 'NP' seems to sympathize with everyone and everything that is going on. She does this in order to enforce each new rule Jane is making as she conducts her Board Meeting.

LISTEN!

On the one hand, the Adapted Child in Jane said it made her tired, whereupon the Nurturing Parent in her added, "Yeah. I know." Then, when 'AC' said she would like to hold off until the first of the year, to which 'SP' said, "Oh, give it a break...", Jane's 'NP' again attempted to intervene and soften the tactics of 'SP' by saying, "Things like this are so difficult for everyone..."

On the other hand, as in your own Board Meeting, the Stern Parent in Jane's has a tendency to beat up on everyone that gets in her way. And, probably in this case, Jane had given the Stern Parent in her head a directive (rule) to help her run her business in as professional a way as possible, and to Jane's 'SP' that did *not* mean feeling afraid to make waves for the good of the company.

On reviewing Jane's Board Meeting, you can see that 'NC' and 'A' were the only members who had anything pertinent to add to the actual decision-making process. After 'NC' opened the door by stating what she really wanted – that she would really like to get this over with so she could enjoy the holidays, 'A' immediately quoted the figures to show, first, that the employee in question hadn't been productive in quite a while, and, secondly, that that employee would not "hurt" if she were to be let go immediately. When that information came to light, 'NC' quickly resolved to take the appropriate action. After that, 'SP' automatically stood guard over her new decision (the new rule) by telling 'AC' to "give it a rest".

Thankfully, in this case Jane was willing to access the Adult

data she needed to put the situation into perspective. It's a known factor in business that typically, when someone presents the figures, there is no argument. The figures win. But, by listening to the Adapted Child in her, Jane came to understand where her hesitation was coming from (that she felt it was an awkward time to fire someone – before the holidays). Then she could add that information to the mix in order to understand all her feelings. In this way she could put the feelings that did not apply to the situation to rest by understanding them and putting them aside rather than trying to suppress them or ignore them, and thereby let them accumulate as unresolved baggage.

And again, by listening to all her Advisors in her personal Board Meeting, Jane was able to quickly access the information to form some plan of action that might alleviate a problem that is all too prevalent in our society. Without the help of her Board of Advisors, Jane might join the thousands of widowed, middle-aged women who remain on the family property, struggling to keep that property up, meanwhile feeling inadequate and overwhelmed while watching the once-beautiful house and garden fall into disrepair.

In Jane's case, when her Adult stated the obvious – that the place was too much for her, the Natural Child in her listened. Even after Nurturing Parent and Adapted Child presented all the reasons why she couldn't sell and move, Jane was able to understand those fears and misgivings and still begin to make plans that would give her the greatest measure of joy and 'NC' excitement during the remainder of her life.

LISTEN!

The Board Meeting began with 'SP' and 'AC' discussing the state of the landscaping. This triggered 'NC's wonder of what life would be like if Jane didn't have all that worry and extra work, whereupon 'NP' and 'AC' immediately presented a mixture of rules and fears such as "What are the grandkids going to do? They like to come here. You can't take that away from them."

However, Jane's 'NC' was stirred up enough to say, "What about me?", which effectively brought her "below the line", after which 'A' immediately began a presentation of ideas and information that she had been collecting for some time. At the presentation of the facts, Jane began to change some rules, whereupon 'SP' and 'NP' chimed in to protect and enforce Jane's decision as new rules as they said, "It's settled then." and "A change might be just what you need."

There is an extra bonus you can receive by

1. calling your Board Meeting "to order", so to speak,
2. hearing all the input on a certain subject,
3. making a decision from all the data that is available to you, and then
4. writing and adopting a rule from the results of that Board Meeting stating that you have decided this and that.

That bonus is the ability you then have to set your own Parent Board Member on guard to protect that rule, so you don't have to go through the whole process again.

Amazing, isn't it?

George, Inc.

George is the owner of a retail clothing chain. His Board is meeting because he is considering increasing his inventory – adding new lines. So far, there has been no unanimous agreement on the subject. It seems that the meeting has already started as George calls his Board Members to order while he drives home from the office one evening. ‘SP’ has the floor:

‘SP’: “We really should expand our lines to include a more trendy, modern look.”

‘A’: “What causes you to conclude that?”

‘NP’: “‘AC’ said we were falling behind the trends and starting to look old-fashioned. I don’t want to see that happen!”

‘A’: “Our sales have surpassed the figures for this time last year. I see no downtrend.”

‘SP’: “Maybe so, but we’re not addressing the younger market.”

‘A’: “How do you see that serving a younger market will serve the business?”

‘AC’: “Well, look at our image! We’re looking like ‘the old company’.”

‘A’: “From my calculations, it looks like we are maturing with our market – growing together. The company is stable, our customers seem satisfied with our

LISTEN!

products, and employees have no complaints that I have registered. I don't see any clear financial data that points to the necessity of a change."

'AC': "I really feel awkward when I can't keep up with what's 'in'."

'NC': "Let's see. This business was started to serve a certain market and age group. At that time I liked the customers. Now, they've aged – and so have I. I still like the customers. They still purchase and seem to enjoy our line of clothing."

'NP': "Yeah... And there are enough companies out there that have tossed their original customers aside and left them with no way to buy what they have come to depend on. They just seem compelled to go on to 'bigger and better' things."

'A': "I see no reason, at this point, to change our product line or our target market, other than, as you say, to 'look cool'. That doesn't translate to data I can use."

'NC': "I think I want to stay just like we are and give our friends (our customers) the best products and services we can."

"I also have had the best month in my business ever. I don't think it is a coincidence. I have become clear on why I am working, and what I am working for."

*—Timothy Walkenhorst, Financial Advisor
Renaissance Financial*

George, Inc. in everyday life:

The same tool George has at his disposal in his business world, he can employ just as easily to sort through personal problems in his everyday life. On the same drive home, he might call on his Board of Advisors to give him their points of view on a problem he has been having with his teenage son. That Board Meeting might go like this:

'NC': "I wonder if Tim received any replies yet from any of his college applications."

'SP': "I don't know *why* he doesn't apply himself more."

'A': "If he had won a scholarship, it would have put you in a difference position financially. But his grades are not in the range to make that happen."

'NP': "I've always had trouble with that boy staying focused and applying himself!"

'SP': "He's smart as a whip! He *needs* to apply himself!"

'NP': "You've worked very hard to give him a chance to be successful."

LISTEN!

'AC': "He just doesn't understand how important this is!"

'SP': "I want him to be successful, and he'll be glad I pushed him later in his life."

'A': "What does that mean – successful?"

'AC': "Well, to go somewhere in business, build a good life. You know, be happy."

'A': "Of those three: business, good life, be happy – what is the order of importance to you?"

'NP': "Hmmm... First, have a good life, then business. That'll bring happiness!"

'A': "How do you figure that?"

'AC': "Well, as I've gone through life, the things that have made me happy are a good life (nice house, great family and friends) and business success."

'NP': "And Tim deserves that same kind of happiness..."

'A': "So, how did that happiness (your happiness) come about?"

'AC': "Let's see. In my early twenties I decided to go into my own business. I really had an interest in it. I guess from that interest came dedication that grew the company. I was having fun... Then I met Jeannie... and things just got better."

'A': "So, you 'planned' your happiness, and your successful life and followed your dream – and the

rest followed. Is that right?"

'NC': "Yeah."

'A': "Hmmm. The prevailing theme through all of this is that you want Tim to be happy like you are. Right, 'P'. Isn't that the prevailing rule?"

'P': "Yes. That was the first rule I wrote down when Tim was born."

'NC': "Yes. And I still want him to be happy – like I am."

'A': "I've seen different things make different people happy. What makes *you* happy might not make Tim happy. Have you talked to him – collected information from him? Have you found out what he wants out of life? I don't see that data in here. Tim has his own visions, likes and dislikes like you do – and did. You might provide me some information on that..."

'NC': "Yes. And when you do find out what he wants, you will be in a position to better advise him."

'A': "And if he feels assured that he can say what's on his mind without judgment, you'll be able to communicate much clearer with him."

'NC': "I was thinking I was all about what was best for Tim – but, actually I was all about what I wanted to happen... Now, I'm going to ask him what he wants!"

'A': "And then go from there."

LISTEN!

"My relationships are improving with everyone that I interact with including my wife, kids, clients, associates, partners, and friends."

*—Rick Schultze, Vice President
ARCO Design/Build*

"[TA] has been a great help in my maturing as a husband, father, and leader in my business and community."

*—Daniel R Donnelly, President & CEO
Alltype Fire Protection Company*

"I have seen numerous positive changes in my personal relationships as a result."

*—Jim Keeven
ARCO National Construction Company, Inc.*

Look Back at George, Inc. Board Meetings

In George's Corporate Board Meeting his Board Members were discussing whether to modernize their line of products in order to keep up with current trends. In this instance, George's 'SP' had somehow decided from input from his 'AC' that the company was going to look old-fashioned if it didn't upgrade its inventory. So, in his style, 'SP' declared that the company needed to make some changes. 'AC' reinforced that idea by saying that he is uncomfortable when he can't keep up with what's 'in'."

Notice, in this instance, 'A' was right in there from the very beginning asking for data to back up what was being said, saying, in essence, "Where did that come from?" then using actual information to disallow any superfluous input from the others.

After George's 'NC' restated in his mind just why he built his business in the first place and how he felt about his customers and their loyalty, he and 'A' took the floor and concluded the decision.

(It's kind of interesting, however, that, even in this case, George's 'NP' was running around, agreeing with everyone, trying to 'manipulate' everyone into obeying George's rules – whatever those might have been at any one time in the Board Meeting – as rules tend to change somewhat in these types of meetings. Crazy bunch, heh?)

By listening to his entire Board (his Advisors), George found that part of him was concerned about looking old-fashioned or "out of step" with his peers. The Adapted

LISTEN!

Child's attempt to bring this point up in Board Meeting made George realize that part of him was experiencing discomfort because one of his rules was being infringed by current events. By tracking down the source of the discomfort, George was then able to compare that old rule ("Always look modern".) to other of his rules (one being, "Always take care of the customers that are supporting you."). At this point, George made a new rule that the rule about taking care of customers overrode the rule about looking modern.

After acknowledging his 'AC' discomfort, then amending the rulebook to reflect the true wishes of the Natural Child in him, George was able to remove the discomfort from his Board Room and move on to other things.

And, again, in George's personal Board Meeting that concerned his son Tim; by listening to the input of all of his Board Members he is able to determine what his own real wishes are. Those real wishes were masked at first by George's own *pleasant* 'AC' memory movies (feelings) from his past that he was projecting onto his son's life and future. And by analyzing what those real wishes are, he realized that he doesn't want Tim to be happy *like he is*, but he wants Tim to be happy – period, whatever that means or entails.

A valuable result of this Board Meeting was that George gained perspective on his garbled feelings about his son. He was both angry with him for not living up to his "potential" and pleased that he was "smart as a whip" at the same

time. He was afraid Tim might miss the fulfilling life that he, George, was experiencing.

Notice that the Adapted Child in George actually answered questions posed by 'A' as he reflected on his pleasant experiences through life. Then, hearing 'AC's answers to these questions, 'NC' finally realized the problem – the source of all of George's woes in this instance. He had a preconceived definition of "happiness" patterned after his own life experiences (a rule he adopted for his rulebook established by precedent).

When George's 'SP' and 'NP' attempted to force his own rules on other people (as is their job), Tim's own 'NC' future was put in jeopardy. George had not looked beyond his own rules to consider that Tim might have dreams, ideas, and rules also (as George did as a young man) that might bring him happiness and fulfillment in ways George might not even understand.

As is typical, once 'NC' and 'A' started conversing, the reality came to light, the emotional aspect of it lessened and the thing took on accuracy it had not had before.

Although these Board Meetings were appropriately concluded by 'A' and 'NC', the input from 'P' and 'AC' was the only way to truly know what each person felt, and why. Knowing and understanding where those feelings originate, then putting them aside, is the only way appropriate and fitting decisions can be made.

These types of Board Meetings are not unusual in the

LISTEN!

minds of business owners and CEOs, nor are they unusual in ordinary everyday affairs. When you know how to listen to all the conversation at your own Board Meeting, and then consider the agenda of all those speaking when choosing a course of action, you might find that you can not only greatly facilitate your own life by discovering what you truly want, you can facilitate the lives of others also, by helping them – or at least getting out of their way.

“Our brain is an amazing central processor and is responsible for all of our thoughts and reactions to life’s circumstances. The problem is that our brain comes packaged with a very sensitive, and sometimes flawed, operating system. Without careful and intentional maintenance, it is easily infected with the harmful viruses of emotional dysfunction. This book provides the necessary diagnostic tool and a new programming language to allow your ‘self-talk’ systems to operate at optimum efficiency.”

*—Frank Smith, Cofounder
Strategic Financial Systems, Memphis, TN*



PART III

IDENTIFYING AND CONNECTING WITH THE BOARD MEMBERS IN THE HEADS OF OTHERS

THE VALUE AND USES OF YOUR BOARD MEETING

using this tool to communicate clearly in real-life situations

After you learn to listen to the Board Members in your own head, you will have the tool to not only understand your own thoughts and actions, but also to determine where the wants and needs of other people are coming from.

This type of information can have great value in all kinds of business situations as well as in everyday life.

For instance, let's say one of your department heads submits a resume' of a person for a job opening, and, after seeing the name of the applicant, you feel a sort of twinge of dislike – before you actually meet the applicant. If you use the tool you have been given so far in this book, you can conduct a quick Board Meeting in your head. By doing so you might learn that the feelings you are experiencing are from your own 'AC', reminding you of an unresolved issue of the past from an uncomfortable business or personal experience you had with a person who bore the same name, whereupon your 'A' might conclude that it in no way was connected to the applicant.

In order to deal with your 'AC' discomfort and put these feelings aside, you *first listen* to your 'AC' (remembering what his job is in your life), and then weigh what he is saying against information from the Adult in you. The conversation in your head might go something like this:

'AC': "I get upset when I hear or read that name. Remember the XYZ deal where you were left holding the bag?"

'NP': "I can sympathize with those feelings..."

'SP': "You lost a lot of money on that deal."

'A': "Yes. My records show that you lost money on that deal. The graph shows that it was a low point in

LISTEN!

your business experience. However, I can locate **no correlation in my files between that time and this instance.**"

'NC': "I like this person's credentials and want to deal with him without any baggage. Thanks, though, for the heads-up, 'AC'. You were on the job, as usual."

A good rule of thumb is to treat the warnings from the Adapted Child in your head in the same manner that a radar technician treats blips on his screen. Although every blip represents activity (the same as every 'AC' warning represents past events in your life), yet not every blip indicates danger or foreign invaders. Before the radar technician sounds a warning he makes sure he identifies the origin of that blip as being pertinent to his job – that is ensuring that no alien or foreign invaders enter his territory without detection.

After you listen and determine where the information is coming from, you can, then, temper that information by remembering the job the Board Member that has the floor at that particular moment performs in your life. Then, after you have acknowledged that input and determined whether it is relevant in your current situation, you can go forward, using only that which applies. This way you can put that bias aside, leaving 'A' and 'NC' unencumbered to look at the applicant's resume' and job history to see what he offers your company – whether the applicant is a fit or not.

In a similar way, if your department head exhibits a bias against or dislike for an applicant, you now have a tool you

can use to talk him through his own Board Meeting where he can consider his feelings (not just ignore them), then set them aside if they don't fit the situation. Only then can he see the applicant in a realistic light. Only then can he, or you, make a relevant and viable decision.

Likewise, if you or your department head feel compelled to give an applicant a job because "they need the money", a Board Meeting might be in order to clarify where the feeling of compassion comes from – possibly from your 'AC' or 'NP' (or the 'AC' or 'NP' of your department head).

Either of you may have a rule in your rulebook that states something like "No one who wants to work should be without a job" or "You always share with those who have less than you do." You may have adopted this last rule very early in life from an authority figure (your Mom[?]) who admonished you to "Be good and share your Popsicle with your friend." This may have been good advice for Natural Child sharing with a friend, but it might not be the wisest way to conduct business.

The Adapted Child in your head or in the head of any employee under you cannot run your company efficiently. But with this tool you have now been given you can determine why 'AC' is compelled to run your company in a certain way. Then you can acknowledge to your own 'AC' or 'NP' or the 'AC' or 'NP' of your colleague the value those feelings have at appropriate times. You have to listen to and acknowledge what your (or their) Board Member is attempting to say to you if you wish to determine whether

LISTEN!

their input applies to the situation or not. And, after you have completed those steps, you can ask 'A' for data from which to make the actual business decision.

“As one of the partners in our company, and as a fairly successful person, I did not think I needed coaching. However, after sitting thru a ½ day general group session I decided that maybe this coaching could help me a little bit. Boy was I wrong! This coaching is having a huge impact on my life!”

*—Rick Schultze, Vice President-Partner
ARCO Design/Build*

You have several diversified facets of your thought processes that are constantly chattering in your head – we call this “head talk”. Listening to their various voices can be either a means to know why you do what you do or can throw you off track with unsuitable or untimely advice – according to the agendas of each and how you hearken to their words and deal with their input.

Every person you come in contact with has the same four Board Members and experiences the same “head talk”. So, it stands to reason that, if it proves valuable for you to know your own Board Members, it can also be valuable to be able to see or hear which Board Member has the floor in the other person when you are dealing with him – which

Board Member he is turning to for advice (is directing him) at any particular moment. The same principles apply when identifying someone else's Board of Directors as when identifying your own. Look and listen. That will tell you. It just takes practice. So, let's practice.

It can also be valuable to be able to see or hear which Board Member has the floor in the other person when you are dealing with him.

THE LANGUAGE YOUR BOARD MEMBERS SPEAK

There are phrases and words that are unique in the speech patterns of each of your Board Members. You will be able to more easily identify your Board Members when you become accustomed to the language of each. Learning to hear the words and phrases, then being able to match them to the appropriate Board Member can also make the task of recognizing the Board Members in others easier for you.

The Language of the Natural Child in You

The Natural Child in you utters words and phrases that reflect feelings such as wonder, glee, fun, excitement or awe. Phrases such as "Gee Whiz!", "Great!", or "I like it" are peppered throughout the Natural Child's vocabulary. You can almost hear the smile or grin in 'NC' words, or see the wide-eyed wonder in 'NC' sentences.

LISTEN!

The Language of the Adult in You

It is difficult to pinpoint any language coming from the Adult in you. However any time you or someone else relates pure unembellished, non judgmental data with no voice inflection that marks the dialog as coming from other Members of the Board in your head, the Adult is probably influencing that dialog.

Because we all have feelings and opinions on whatever is occurring around us, or might occur, or has occurred, pure Adult data is very difficult to convey. Our speech patterns and tonality are so exquisitely tuned to our feelings, that the exchange of Adult data without some evidence that gives away our feelings is rare. There are several ways you or those you are conversing with might “taint” otherwise Adult information with a personal opinion. And you may not consciously be aware that you are doing so. The following are some examples of how Adult data is tempered by the feelings of the one delivering it:

Tonality

On numerous occasions you might find yourself (or notice someone else) conveying what might be Adult data, but with the tonality of another Board Member. For instance, a colleague might say, “These figures are the same as last year’s.” Assuming the speaker thinks this is accurate information, this phrase, in itself, is factual Adult information. However, if that colleague were to adapt a voice tone that comes across as whiney or disgusted, or reflects any of a myriad of other emotions, his words might still be, “These figures are the same as last year’s”, but, the use of a tone

that is associated with another one of his Board Members can effectively editorialize the statement to convey his feelings about the data. Although he may be delivering Adult data, yet his tonality betrays his feelings about that data and causes the data to be received by the Adapted Child or Parent in the head of the hearer. This effectively changes “below the line” Adult data into an “above the line” Adapted Child message.

Inclusions and Additions

Likewise, the simple addition of a word or utterance (even a guttural sound or sigh) can have the same effect. For instance, if he said, “Well, these figures are the same as last year’s”, the addition of the word “well” might convey ‘AC’ disappointment to his audience, or ‘P’ disapproval – according to the tonality he used when he said “Well”. Also, if he said, “These figures are just the same as last year’s”, adding the word “just” tempers what he is saying and conveys his feelings about it.

Although these slight changes to an otherwise Adult phrase might be subtle, yet, their addition can guide (or *misguide*) the thinking of an audience or other Board Members into coming to some conclusion by planting the feelings of the speaker into the mind of the hearer.

The Adult is a very powerful and useful member of your Board – in fact ‘A’ might be the only Board Member that is actually acting as an Advisor on most occasions. However, it is so tempting and so easy for another Board Member to join ‘A’ and temper what he is saying at any time.

LISTEN!

The Language of the Parent in You

If you find yourself frequently using the “hafta – shoulda” type of phrases such as “You should have known better.” or “I have to get this done today.” you are under the direction of the Stern Parent in your head. Any words or groups of words that are used with the intention to direct, urge, demand, punish, or attack might be the result of ‘SP’.

However, the Nurturing Parent in you makes use of words and groups of words that, although they are used for the same purpose (to protect ‘P’ rules), may sound softer to you. Phrases with words such as “need to” or “don’t forget” such as “Don’t hurt yourself”, or “Be careful.” – or even “Come back soon.” are the result of your Nurturing Parent.

The Language of The Adapted Child in You

The Adapted Child in you reacts from experiences and feelings that have already occurred in the past. So, if the experience was a pleasant one, and you are going to experience that again, ‘AC’ might direct you to use phrases much like the Natural Child in you uses when you are having fun or are pleased.

However, if the past experience was an unpleasant or uncomfortable one, the vocabulary you use when under the direction of ‘AC’ might be something entirely different.

In such past instances, the Adapted Child in you might have tried to fit in and not make waves, remember, so any dialog that has words that convey uncertainty or a groveling, or whining attitude might be suspected of being

'AC' influencing your speech pattern. Phrases such as "Aw! Man!" or "Oh, no." might be connected with memories of uncomfortable past experiences.

'AC' dialog is rich in tonality, so much so that, if 'AC' has the floor very often in an individual, his personality may be tagged by his 'AC' antics. It may be said of him; "He's always irritated" or "She's a complainer" or "He always suspects the worst" or " She's a pushover for a sales pitch", or "He's a whiner."

When dealing with written material, it is not always feasible to factor in other aspects of human interaction that can help pinpoint which of the Board Members a phrase might originate from. Body language, and relation of the information to something that came before, as well as facial expressions and tone of voice help us determine where the dialog is "coming from" in live situations.

Keep in mind that this is not an exact science (it is more subjective than objective – that is, conclusions can be reached by variables, but a myriad of other factors can temper the accuracy of those conclusions). But let's practice a little anyway, using some written short sentences on the following pages. Although there are no right or wrong answers in this exercise, go ahead and determine which of your Board Members you think might be directing you to utter each sentence. Place the initials of the Board Member in the blank to the left of each sentence, then check on page 186 for some additional ideas and input that might be of interest to you.

LISTEN!

Your Board Members are:

'NC' – Natural Child

'A' – Adult

'SP' – Stern Parent

'NP' – Nurturing Parent

'AC' – Adapted Child

- _____ 1. "No! No! That's not right!"
- _____ 2. "The train is scheduled to arrive at 9:45."
- _____ 3. "Oh! Wow!"
- _____ 4. "You should act your age."
- _____ 5. "Aw, man! Not that again."
- _____ 6. "Don't forget to take your umbrella."
- _____ 7. "I didn't mean to..."
- _____ 8. "I like you."
- _____ 9. "I think I will take a vacation this year."
- _____ 10. "They are serving enchiladas
in the lunchroom."
- _____ 11. "I didn't know I could do that!"
- _____ 12. "The way to do it is like this."
- _____ 13. "I'm really not very good at this."
- _____ 14. "I wonder how it would work if we merged
the two companies."
- _____ 15. "I guess they just don't want me to come."
- _____ 16. "The Lone Ranger's partner is Tonto."
- _____ 17. "This is as great as it was last time!"

- _____ 18. "I want you to get good grades, now."
- _____ 19. "Don't do that again."
- _____ 20. "I'll show you how to tie your shoe, honey."

It's important to understand how in conversation a certain Board Member in one person causes a certain Board Member in the other person to react, sometimes negatively, to their words. Often in conversation a Board Member in one person is (what we call) triggered to react in a certain manner by the words, tonality or body language of the other, directing the person to retort in unproductive ways.

Although this is not always the case, such as when the Natural Child in one person reacts to the Natural Child in another, however, in so many daily conversations, negative reactions seem to be the rule rather than the exception.

"By stopping myself from giving an immediate response and utilizing questions that better help me to understand the issue, I am able to be more effective as a leader and supervisor."

*—Dalila Sotelo, Senior Vice President
McCormack Baron Salazar*

Study the following conversations and see if you can determine how these Board Members are interacting and reacting to each other. See if you can pick out

LISTEN!

phrases or words that are used that pinpoint a certain Board Member.

Parent-to-Parent Conversation

"You need to get to work earlier so you won't hold everyone up."

"I am here on time. It takes forever to find a parking spot."

"You didn't do this report correctly."

"It's good enough."

Parent-to-Adapted Child Conversation

"Work Evaluation Period is coming up. You'd better buckle down and show some progress on this project."

"What's the point? I get passed over every time."

"We have to be ready for court tomorrow morning."

"Oh. No. I guess I'll do another 'all nighter'."

Natural Child to Natural Child Conversation

"When we double our profits, I want to begin a new line."

"Now, that'll be great!"

"I hope we get that loan so we can open our bakery."

"I know. Isn't this exciting!"

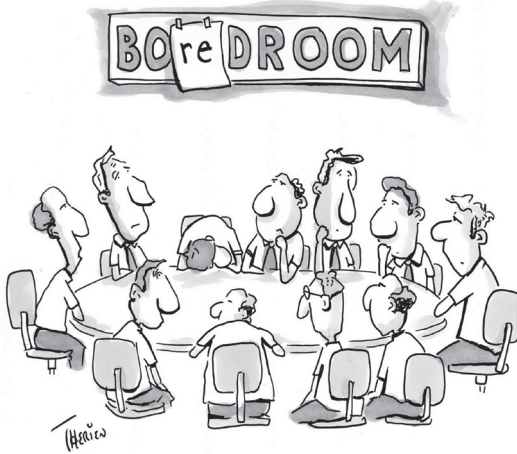
Adult-to-Adult Conversation

"The statistics show that our old locations are turning more profit than our new ones."

"Yes. We might call a meeting to review that."

"If we merge with ABC Co., we will have more personnel than we have now."

"Yes. I've thought of that."



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LISTEN!

THE EMOTIONS YOUR BOARD MEMBERS EXHIBIT

Each one of your Board Members (excluding the Adult) triggers certain feelings and/or exhibits the evidence of certain emotions. You typically use body language, voice inflection and context, as well as facial expression, to help you identify these emotional states in yourself as well as in others. You can do this either consciously or subconsciously. These emotional states help demonstrate which one of a person's Board Members "has the floor" at any one time.

Let's practice recognizing your Board Members by the emotions associated with them. You might notice that you can decide which emotion comes from which Board Member if you read the name of each emotion (on the following page), then try to 'feel' (consider) what part of you might experience that emotion by simply thinking about it (feeling the emotion) a minute. By the way, when you do this, you are actually running a "mini" Board Meeting in your head.

As I have stated earlier in the book, the Adapted Child in you sometimes has the same emotions as the Natural Child in you did when you experienced a thing for the first time. For instance, if you enjoyed riding a roller coaster the first time, you will experience exhilarating, happy, or 'fun' feelings not only the first time you ride (as 'NC' feelings), but every time you think of riding a roller coaster thereafter (as an 'AC' memory movie).

If you think a certain emotion can be experienced by more than one part of you, indicate all that you think apply in the exercise that follows.

Draw an arrow from each of the feelings or emotions listed below to the Board Member(s) you associate it with to the right.

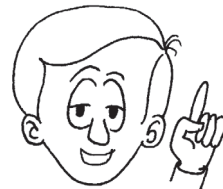
- Impressed
- Gleeful
- Excited
- Depressed
- Concerned
- Angry
- Disappointed
- Expectant
- Unimpressed
- Disheartened
- Unhappy
- Pleased
- Wrathful
- Alienated
- Playful
- Hopeful
- Anxious



Natural Child



Adapted Child



Nurturing Parent



Stern Parent

See some ideas about this on page 191.

LISTEN!

HOW YOUR BOARD MEMBERS LOOK

On the following pages you'll find several cartoon strips reproduced. Each demonstrates the activity of one or more of your Board Members very well. For each cartoon strip there is a question or two that might be helpful for you to consider. After you have enjoyed the humor in the cartoon and discovered which Board Member you think is represented for each instance, you can complete the fill-the-blanks questions to the best of your abilities at this point. Remember, these are members of your Board of Directors, who play off of one another. That very fact prevents this from being an exact science, and makes it more of an art at this point. Have some fun with the exercise, and then turn to page 194 for some other input that you might find interesting and helpful.

1.



Which Board Member is directing Jonsey (Mr. Jones) in frame #3? _____.

What Board Member is Rudy under the influence of in frame #2? _____.

Of Rudy's several Board Members, which one might he think he is using in frame #2? _____.

See our comments on page 194.

LISTEN!

2.



Track the Board Members of the two characters in this situation. Which emotional part of the two men has the floor in the following instances?

Man signing: Frame #1? _____.

Man seated: Frame #1? _____.

Man signing: Frame #2? _____.

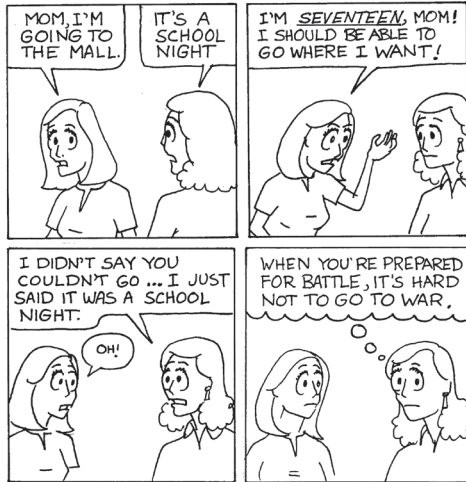
Man seated: Frame #2? _____.

Man seated: Frame #3? _____.

Man signing: Frame #3? _____.

See our comments on page 195.

3.



Which of Sara's Board Members in Frame #2?
_____.

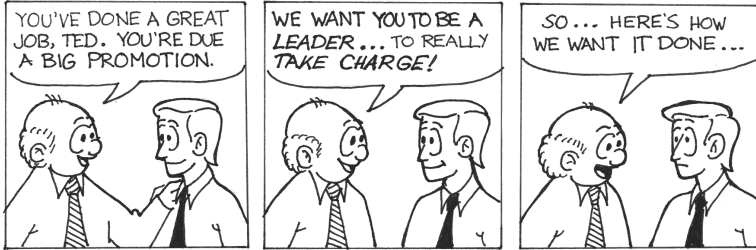
Which of Sara's Board Members influences her to utter the little "Oh!" in Frame #3? _____.

Sara's Mom's expression in Frame #4 might show two Board Members that together are responsible for her unspoken thoughts about the whole thing. Which Board Members might they be? _____.

See our comments on page 196.

LISTEN!

4.



Track Ted's unspoken emotions in each of the three frames below as he listens to the boss. Which of Ted's Board Member has the floor in

Frame #1? _____

Frame #2? _____

Frame #3? _____

See our comments on page 196.

5.



Which Board Member has the floor in Frame #1 of this cartoon as Nikki chats with her mother? _____.

How does this change in Frame #2? _____.

Which Board Member might have influenced Nikki's Mom's retort and choice of words in Frame #3? _____.

What Board Member is directing Nikki's Mom in Frame #3? _____.

See our comments on page 196.

LISTEN!



"I called this emergency meeting to discuss the lack of respect I've been getting around here lately."

WHO HAS THE FLOOR?

When you talk to someone, you, as Chairman, are always under the direction of one of the Board Members in your head, the Natural Child, the Adult, the Parent (Stern or Nurturing), or the Adapted Child. Although there are times when more than one of these has the floor at one time in a Board Meeting, yet, typically, one is easier to spot than the others.

Read each of the following short sentences, choose the Board Member that you see as most dominant, and then write the initials in the space to the left of the phrase.

Check page 197 for some discussion of this exercise.

1.
_____ "You need to get to work earlier so you won't hold everyone up."
_____ "I am here on time. It takes forever to find a parking spot."
2.
_____ "You didn't do this report correctly."
_____ "It's good enough."
3.
_____ "Work Evaluation Period is coming up. You'd better buckle down and show some progress on this project."
_____ "What's the point? I get passed over every time."

LISTEN!

4.

_____ "We have to be ready for court tomorrow morning."

_____ "Oh. No! I guess I'll do another 'all nighter'."

5.

_____ "When we double our profits, I want to bring in a new line."

_____ "Now, that'll be great!"

6.

_____ "I hope we get that loan so we can open our bakery."

_____ "I know. Isn't this exciting!"

7.

_____ "If we merge with ABC Co., we will have more personnel than we have now."

_____ "Yes. I've thought of that."

8.

_____ "Statistics show that our new locations are turning more profit than our old ones."

_____ "I don't care about that. Our old locations are doing just fine."

9.

_____ "Wanna go for coffee after work?"

_____ "No. I've got to stay and finish up – as usual."

10.

_____ "Statistics show that our total is lower than last year."

_____ "Well, we'll do better next year. Don't worry."



PART IV

THE DYNAMICS OF HUMAN INTERACTION

YOU ARE GETTING V-E-R-Y S-L-E-E-P-Y

strange Powers of the HOOK and LOCK

At times it seems that we are all prone to become mesmerized or hypnotized by the dominant Board Member of another. It seems to have a power over us somehow, much as the snake, Kaa, gained power over Mowgli in "The Jungle Book".



Many times we find ourselves reacting without thinking to words, phrases and other manifestations of human interaction, and wonder sometime “Why did I say that!” or “Why can’t I just keep my mouth shut.”

This problem in human communications always reminds me of one of the routines of the stand-up comedian Ron White who said he was picked up by the police for being drunk in public. He said he was told that he had the right to remain silent. But, as he tells it, “I might have had the right to remain silent – but I didn’t have the sense to.” What Ron meant was that the Parent in him grabbed the floor in his Board Meeting and blurted out things that, had he consulted with ‘A’, he might not have said.

The situation he found himself in obviously “triggered” him to react in that knee-jerk fashion I described earlier in this book (to “open his big mouth”, so to speak). As in any situation, when someone reacts from his Parent, without considering data or input from his other Board Members, we call it being “hooked”.

LISTEN!

One of the most notorious hooks occurs when the Stern Parent in one person activates the Stern Parent in another. And many times both participants become immediately “locked” in their ‘SP’s and can’t seem to break loose, as they fire away, back and forth, as fast as they can talk, with one Stern Parent utterance on the heels of another. Typically, this is referred to as an argument, disagreement or conflict.

Here is an example of a Stern Parent Lock between two business executives.

Stern Parent to Stern Parent Lock

Executive: “Charles, the data on this report doesn’t add up.”

Charles: “That’s what I received from Accounting. Talk to them about it.”

Executive: “No. I’m talking to *you* about it. It’s *your* job to make sure these things are accurate.”

Charles: “If you think Accounting messed up, go to *them* about it. Leave me out of this.”

Executive: “Whaddaya mean ‘Leave me out of this’? You’re in it up to your eyeballs. This data came through your department and it’s wrong. Fix it.”

Charles: “If you have something against the way I do things in my department, just say it and stop beating around the bush.”

Executive: “I’m not interested in your department, Charles.

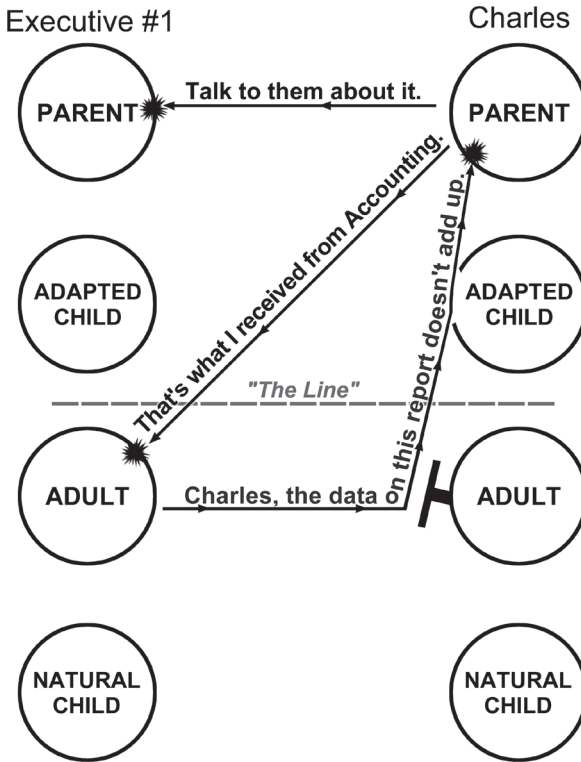
I expect data to be accurate when it reaches me – no matter where it originates. Your people had better start checking things a little closer.”

Charles: “Yeah, well. Something needs to be done about Accounting...”

The main aspect of this conversation, or any like it that occurs in business (or in any situation for that matter) that prevents it from being productive is the fact that both participants go “above the line” – their Parent Board Member has grabbed the floor and is running the meeting. In this instance it happened when the otherwise Adult statement of the Executive originally meant for the ‘A’ in Charles, “the data on this report doesn’t add up” triggered the Adapted Child in Charles. This might have occurred because Charles knew ahead of time that the data didn’t add up, or that he had had difficulties with Accounting before, or simply that he was having a bad morning and his Parent Board Member wanted no more problems cluttering up his day.

On the circle graph that interaction looks something like this:

LISTEN!



Executive #1 statement, originally meant for Charles' 'A' was deflected to the Board Member who was most active at the time (had the floor), 'AC'. 'AC' immediately used his relationship with 'P' to defend his feelings and attack the perceived aggressor (Executive #1's Parent). To do this, Charles 'P' fires back two statements:

1. One to Executive's 'A' meant to establish that it wasn't the fault of Charles' 'AC', and

2. The second to Executive's 'P' as a challenge. "Get off my neck. Go to the source of the problem."

THE HOOK

The Parent in you can be "hooked" by several happenings occurring during communications with another. Three of the most common "hooks" are "The Wild Pitch", "The Deflection", and "The Ricochet". Here's what we mean:

The Wild Pitch:

A wild pitch in baseball is one where the ball goes elsewhere than where the pitcher intends. This can occur for several reasons; all the fault of the way the pitcher handles the ball, the way he releases the ball, or some aberration in his body stance or follow-through. Whatever the case, although the pitcher has every intention of delivering the ball within the strike zone, it doesn't arrive at his intended destination.

Speaking Shorthand:

Throwing Wild Pitches in conversation is very easy to do, especially when you are well acquainted with the other person. When you talk with someone who is familiar to you, you tend to use a sort of speech "shorthand" that can create all manner of misunderstandings. What we mean by speech "shorthand" is our tendency to omit words, and skimp on explanations and phrases that might set the stage for any statement we are going to utter. Many times, a few words in explanation beforehand can buffer the impact of an otherwise factual statement that might come across as

LISTEN!

unkind or harsh or that might activate Board Members in the hearer that the speaker had no intentions of dealing with.

In fact, *Reader's Digest*, February 2008 edition, printed an article citing seven things you should (and shouldn't) say to your kids. These seven things turn out to be Wild Pitches that hit a Board Member other than what the speaker intended. Here are some examples of what the parent says, and what the kid hears.

- Statement: "Watch your language" can be heard as "I've tuned out what you're really trying to say, because I don't like how you are saying it."
- Statement: "Make sure you share" can be heard as "Your stuff is really not yours and can be used by anyone who asks".
- Statement: "Don't worry about it" can be heard as "You're such a drama queen!"
- Statement: "We can't afford that" can be heard as "You are asking for something that is out of your reach".

The author of the article went on to say, "An adult would have gotten that." However, it has been our experience that information can ricochet off of the Board Members of grown-ups just as easily as those of children.

The closer you are to someone, the more prone you will be to use "shorthand" in your speech. Here is one example:

Ralph has had a great, but tiring day at the office. He has been looking forward to a wonderful dinner and some time to rest in the evening. As he comes through the door he says to Elaine, "What's for dinner?" Elaine, who also works a 40-hour week outside of the house, has arrived home a few minutes earlier than Ralph and is sitting in the living room, massaging her feet. At Ralph's statement, she looks up at him with a frown – her Parent is showing all over her face.

Her Board Members spring into action: "Who does he think he is?" announces 'P' from her Board Room podium. 'AC' adds, "He sounds just like my father used to when he barged through the door at the end of the day, expecting everything to stop to take care of his needs." Whereupon, 'P' adds, "What's for dinner, indeed."

Ralph stops in his tracks, puzzled at the look on Elaine's face. "Wha...?", he asks, as he sees his evening stacking up contrary to what he envisioned when he left work.

Ralph's "shorthand" ended with disastrous consequences. But, here is what he meant: "I had a great day, and boy am I hungry. On the way home I have been thinking about what I want to eat, and, **if you don't have anything special in mind**, I'd like to order out Chinese and just stay at home and rest. Whaddaya say?"

You see. The segment of Ralph's thoughts that was anywhere near conveyed by his "shorthand" was "if you don't have anything special in mind". If he had even said, "Do you have anything special you want for dinner

LISTEN!

tonight?" it would have gone over a lot smoother, although it still might have missed the intended target (because of Elaine's own "baggage").

Like Ralph's unfortunate utterance, a statement such as the opening statement from Executive #1 acts in conversation like a wild pitch does in baseball. Although it might have been meant as an Adult information-gathering statement, something about the whole interaction caused it to go awry, miss its target. It was deflected by Charles' Adult, where it ricochets off of his Adapted Child Board Member and lands squarely in the lap of Charles' Parent.

The Deflection:

An innocent, well-meaning statement can become deflected by baggage carried by the intended receiver. Let's say in this instance, Charles had been worried that personnel in Accounting weren't doing their job properly and had not taken measures to correct that, or that he had a pile of work to do and needed nothing cluttering up his workday. In either of these instances, Charles' Adult Board Member would probably not have the floor in the Board Meeting in his head. He was above the line to begin with. So, when the Executive mentioned the data on that report, Charles' Adapted Child Board Member was already feeling guilty about not taking care of the situation beforehand. So, when the words hit 'AC', 'P' stepped in to protect Charles and took the floor. So, in essence, since Charles' Adult wasn't active (since he was above the line) the Executive was unable to reach that part of him with the approach he chose to take. His words were deflected to another Board Member.

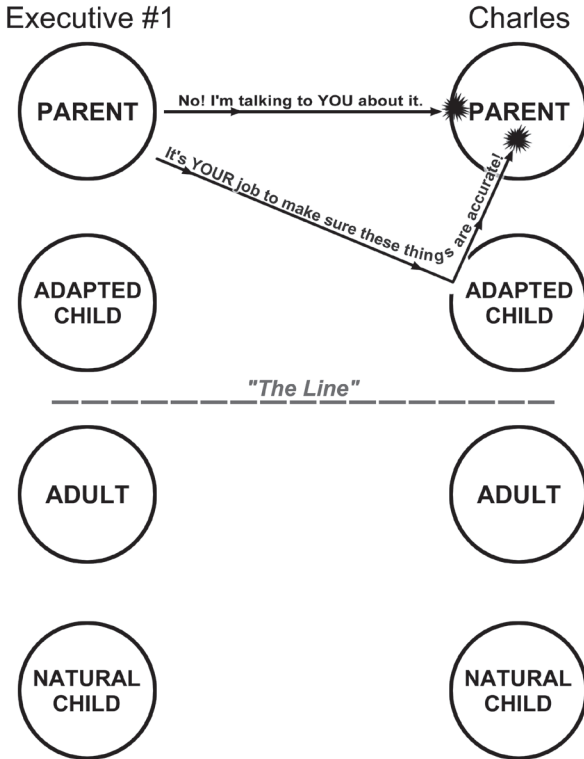
The Ricochet:

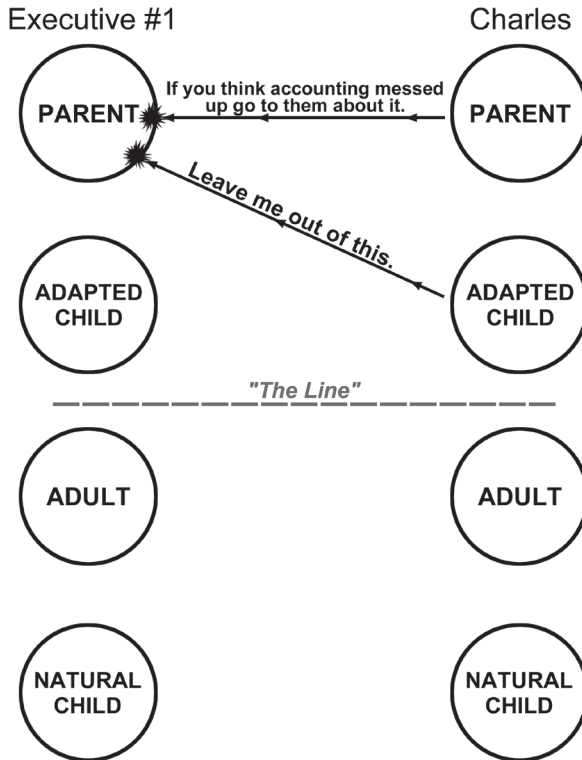
We're all familiar with the ricochet heard in the old cowboy movies where a bullet supposedly hits a rock or some other object and bounces off of it with that familiar 'spang' sound. When an object hits another object and skips off of it instead of penetrating it – it is said to ricochet off of it. The first statement of Executive #1 "Charles, the data on this report doesn't add up" might have been meant as Adult data, and could have been just that if he had chosen his words more carefully or had Charles not been carrying baggage at the time. As it was, the statement meant for Charles' Adult Board Member left his mouth as a wild pitch, was deflected from 'A', ricocheted off of 'AC', then affected 'P', who took control of the meeting.

THE LOCK

At that point, Charles's Parent Board Member sent one statement in the direction of the Executive's Adult Board Member ("That's what I received from Accounting."), then turned and fired a retort back to his Parent ("Talk to them about it.") Then they were locked – the Parent Board Member of each was squared off, holding the floor. With the exception of when the Executive tries to beat on Charles' 'AC' (which ricochets to 'P' each time) the two are locked and going at it.

LISTEN!

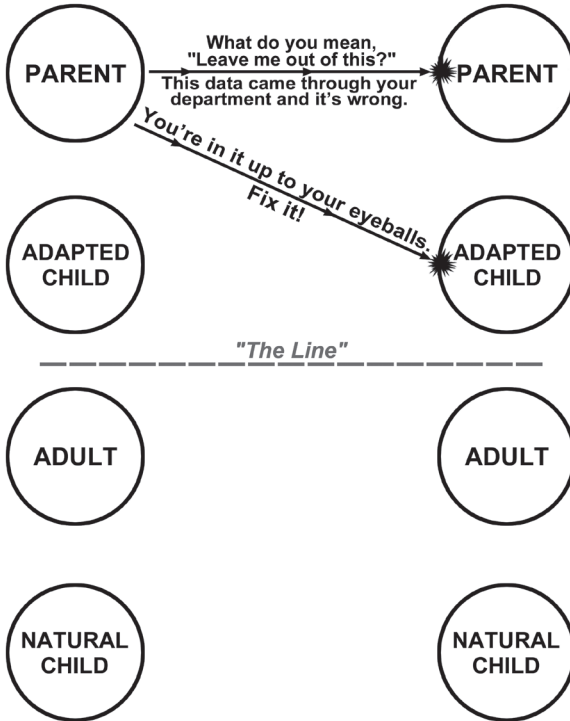




LISTEN!

Executive #1

Charles



Wow! How can things go so wrong so fast? Oh, it's easy if the Chairman in the head of any one person fails to monitor and control his own Board Members.

Had the first statement by the Executive not hooked Charles' Parent into retorting (if the two parties had stayed below the line), the conversation might have been much more productive, much less emotionally draining, and stressful. It might have gone something like this:

Executive: "Charles, I've looked over this report and the figures I get are different."

Charles: "That came directly from Accounting. Let me see that again."

Executive: "This type of thing tends to slow things down."

Charles: "I can see how it would. I'll have a talk with Accounting and get back to you with the corrected report ASAP."

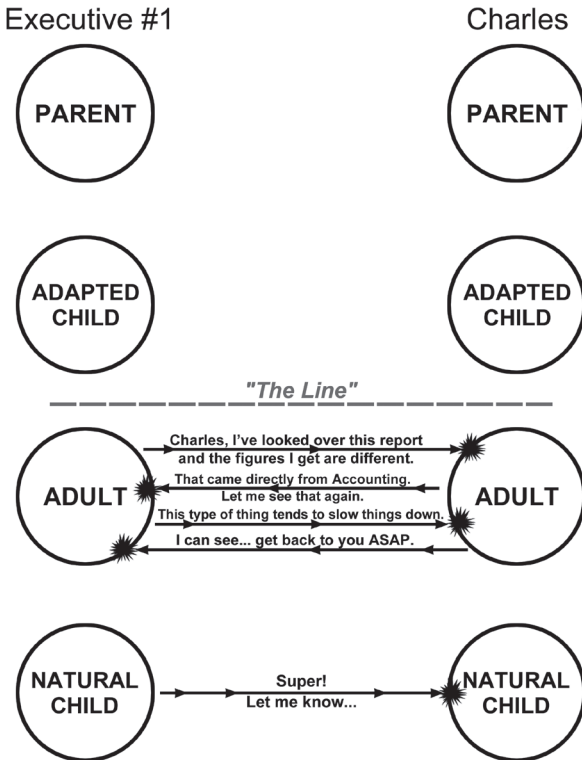
Executive: "Super! Let me know as soon as you have it ready so we can move ahead."

If the Executive had chosen his words more carefully thereby softening his pronouncement that something was 'wrong', the statement might have come across less harsh and authoritative. Charles might have been able to focus on what he was saying, not on his own baggage. When Charles stayed focused on what the other person was saying, he responded in a way that identified the problem (erroneous report coming from Accounting), and then

LISTEN!

determined what would be done about it very quickly.

Using the circles graphic, this conversation might have gone something like this:



Notice that the Executive uses the Natural Child word 'Super!' to contact Charles' 'NC' Board Member and to make it all even more congenial.

"I feel that I have become a more confident, productive leader in our organization. TA has helped me understand the complexities of peoples different "ego states" and how it affects them as they function at work. I'm able to step back and evaluate things with tools that help define these interactions."

*—Karen Zin, Chief Financial Officer
Renaissance Financial*

Parent-to-Parent is not the only Hook and Lock that goes on in our lives. In the following conversation you will witness the Parent in the head of one speaker hooking the Adapted Child in the head of the other. Then they lock into an "above the line" pattern as one reacts to the other. Here's what I mean.

Parent-to-Adapted Child Lock

Chairman: "I think that concludes the old business of the Board. Are there any new items to attend to? Yeah, Ted. What is it this time?"

Ted: "I hate to do this, but I need to bring up the matter of the parking problem again."

Chairman: "Didn't you already bring that up at last meeting, Ted?"

Ted: "Well... I tried to introduce the subject, but you said

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we were out of time and for me to remind you next meeting. You said you would allot time to it today.”

Chairman: “Oh, I did? Well. I wish you had gotten with me before the meeting and we could have placed this on the agenda. Time is getting by and we need to adjourn.”

Ted: “Some of us are having an awful lot of trouble parking anywhere near the office building. It makes it real tough during bad weather.”

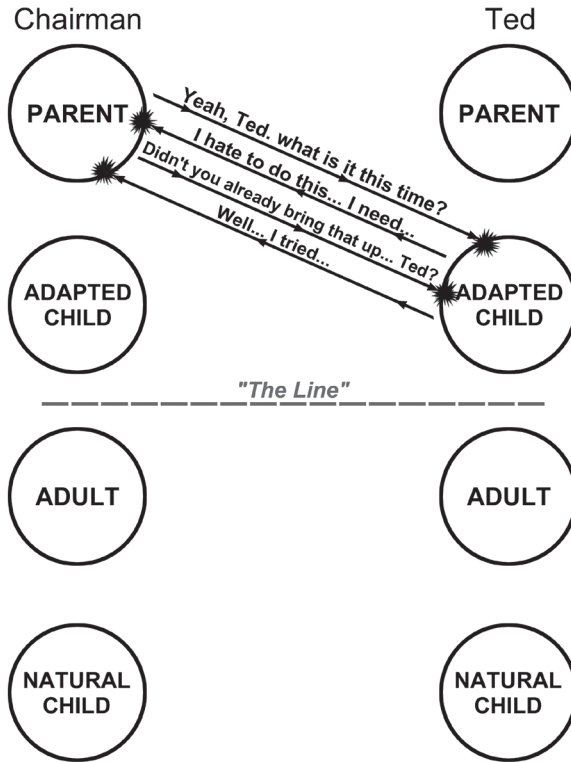
Chairman: “You are the only one that keeps bringing this up, Ted. Why does it bother you particularly, and not others?”

Ted: “Quite a few people have asked me to speak for them and...”

Chairman: “The best thing for you to do is make a list of those people so I can see just who it is that you are talking about. Does anyone else here have problems with parking? No one? Well, boys, it’s time to adjourn. We have another meeting in an hour.”

Notice that Ted’s ‘AC’ is hooked when the Chairman’s ‘P’ says, “What is it this time?” The words “this time” indicate that Ted is a nuisance, therefore triggering all the misgivings and feelings of inequality, inadequacy, and failure recorded in his ‘AC’. After this, Ted begins immediately to use words of apology when he says, “I hate to do this, but I need to...”. Of course, this fans the flames of the Chairman’s Parent Board Member who might be more interested in adjourning for lunch than hearing about Ted’s problems with parking.

A circle graph of that conversation might look like this:



Had Ted had the Board Members in his own head under strict surveillance and supervision he could have been able to sidestep the barbs of the Chairman's condescending attitude. In that case, even though the Chairman was uncooperative, the conversation might have been much more productive and might have sounded something like this:

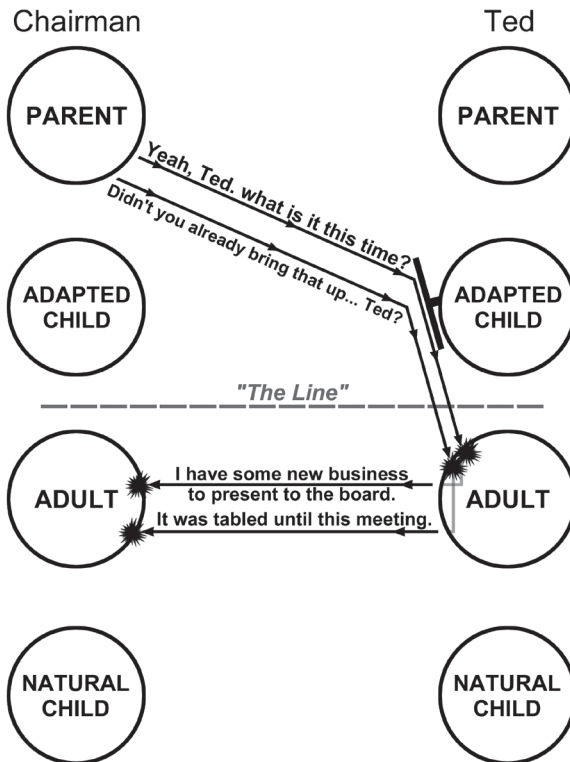
LISTEN!

Chairman: "Yeah, Ted. What is it this time?"

Ted: "I have some new business to present to the Board..."

Chairman: "Didn't you already bring that up last meeting, Ted?"

Ted: "It was tabled until this meeting."



As you see in this example, Ted uses the art of “deflection” very deftly in dealing with the Chairman’s condescending attitude in order to achieve his purpose – to present the parking problem to the Board of Directors. He does this by staying focused and grounded on his aims. He stays below the line, and deflects everything that comes ‘AC’s way to his Adult Board Member to deal with and respond to in a manner that is appropriate to his (Ted’s) goal for the meeting. Ted can do that because he understands what is going on in the Board Meeting in the head of the Chairman as well as in the Board Meeting in his own head.

By staying centered on his own purpose and grounded below the line (not allowing ‘AC’ to get control of his own Board Meeting in his head), Ted, in essence straddles the teeter-totter of the conversation, thereby detecting, monitoring, acting, and reacting appropriately. By doing this he can manage not only the Board Meeting in his own head, but the physical Board meeting he is attending as well. And he could only have accomplished this by being aware of the movement of both parties (his own as well as that of the Chairman) and adjusting his position accordingly to keep the encounter balanced and productive.

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Even better; had the Chairman been able to avoid using that attitude, if he had been grounded below the line where he was able to function in his own 'A' and 'NC', the meeting would have probably gone even smoother still. Here is how it might have gone.

Chairman: "I think that concludes the old business of the Board. Are there any new items to attend to? Ted."

Ted: "Per our conversation last meeting, I am opening the subject of the parking problems of some of the employees for the Board's consideration."

Chairman: "Well. I wish you had gotten with me before the meeting and we could have placed this on the agenda. Time is getting by and we need to adjourn."

Ted: "It has been a lengthy meeting. But, since this is new business for the board, I consider this the appropriate time to discuss it. I have the names of some of the employees here that have asked me to speak for them."

If Ted focuses enough on his own purpose and stays “below the line” and grounded in his own mind, he can deftly skirt around the Chairman’s subtle demands and steer the board meeting toward consideration of the problem he is representing at the time.

THE ART OF DEFLECTION IS IT BENEFICIAL OR NOT?

So far in this book you have seen a case of **deflection** as a non-productive knee-jerk reaction that caused a wild pitch, which resulted in throwing an entire conversation above the line (as in the case of the Executive and Charles, as well as Ralph and Elaine’s conversation). You have also seen **deflection** as a tool used to prevent reaction to the barbs of another person’s Parent Board Member (as in the last example of the conversation between the Chairman and Ted).

So, is **deflection** productive or non-productive – good or bad? To answer that, let’s say that **deflection** is a phenomenon that occurs when one Board Member in the head of a person refuses attempted interaction from another person that is meant for that particular Board Member, resulting in that interaction being dealt with by

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another Board Member.

This phenomenon can be productive when the Chairman of the Board Meeting in a person's head has control of the meeting. When that person is solidly grounded below the line and knows what he intends to accomplish he can block certain interactions meant for his above-the-line Board Members and deflect those interactions to one of his below the line Board Members. In this way he can control the entire interaction, and accomplish his intended purpose.

That same phenomenon is unproductive when a person's Board Members are in mid-riot and not under the control of the Chairman. Typically when the Chairman is not conducting the meeting, the Board of Directors is acting as Dictators as those members that are above the line gain and maintain control of the meeting.

It's easy to get into a position where the Parent Board Member of one person hooks the Adapted Child of the other person and locks him there. But, there are many instances where the 'AC' of one person gets into a vicious cycle with the 'AC' of another person in conversation. When this happens the results create a sort of "support group" atmosphere where both parties are crying on each other's shoulder as it were, resolving nothing, but intensifying the 'AC' emotions and feelings that each experience.

Adapted Child to Adapted Child Lock

Salesman: “Whew! Man! What a trip!”

Bill: “Yeah. I know. That’s a killer territory.”

Salesman: “I just beat myself to death. I’m never gonna make my quota.”

Bill: “I don’t know why they even try to work that area. No one ever makes a decent living from it.”

Salesman: “I’ll tell you. I don’t know how much longer I can keep it up. I’ve got bills, you know.”

Bill: “Why don’t you ask for a transfer?”

Salesman: “You know how it is, Bill. They don’t care. As long as someone is out there, beating themselves to death – they don’t care.”

Bill: “I guess you’re right. Well, better thee than me. See ya.”

Needless to say, this conversation served to reinforce the woes of the Salesman, meanwhile doing nothing to solve or better his situation. Now, if Bill had been able to detect what was driving the Salesman’s comments, he might have been able to direct the conversation into something more productive – more problem-solving, by adding Adult ideas and information to the mix. Here’s what that might have sounded like:

Salesman: “Whew! Man! What a trip!”

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Bill: "Oh, right. You have that northeastern territory, don't you?"

Salesman: "I just beat myself to death. I'm never gonna make my quota."

Bill: "You know. John had that territory when he first began here. He is in town this week. You might contact him and get his take on things."

Salesman: "I don't know why they even try to work that area. No one every makes a decent living from it."

Bill: "John seemed to make a go of it – so much so that he was promoted to district manager. He must have had some good numbers."

Salesman: "I'll tell you. I don't know how much longer I can keep it up. I've got bills, you know."

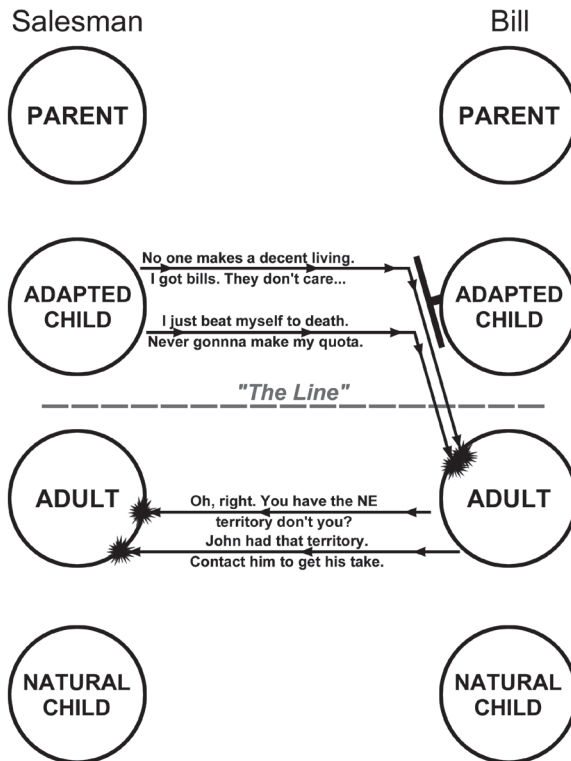
Bill: "Why don't you meet John for lunch if he's free. Then you can see what he has to say."

Salesman: "You know how it is, Bill. They don't care. As long as someone is out there, beating themselves to death – they don't care."

Bill: "'They' may not 'care', so it seems like it is up to you to make a go of it. Here's John's number. You might see if he's free for lunch."

Salesman: "Well... Okay. Maybe he can give me the scoop. Tell you what. I'll buy."

Look at this on a circle graph:



Because Bill stayed focused and grounded “below the line” where he was able to ask his own Adult and Natural Child Advisors to come up with a plan of action, he was finally able to steer the disgruntled Salesman out of his rut. By deflecting the Salesman’s whining, which was aimed at his ‘AC’, he was able to leave ‘A’ and ‘NC’ in charge of his own Board Meeting where they could come up with data and a plan of action for him. Had Bill not persevered in his below-

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the-line endeavors, had he slipped above the line himself by letting 'P' become fed up with the other's one-down attitude, his Parent Board Member may have taken over and said, in essence, "Whatever", and began agreeing with everything he said, thus becoming a support group. It would have been easy to leave him to stew in his own self-pity.

Natural Child to Natural Child Interplay

Before you think human communication is in large part doomed, we want to demonstrate some uplifting, productive and downright fun conversations that can occur between two people in a business situation.

Boss: "Hey, Mark. How's it going?"

Mark: "Super, Mr. Selkirk. How's yourself?"

Boss: "Can't complain... Say, Mark, I've been thinking about gathering employee input for some changes I want to make around here. Do you want to give me some feedback sometime?"

Mark: "Sure thing! Just let me know what you need. I'll be glad to help."

Boss: "Great! Be seeing you, Mark."

Mark: "Take care, Mr. S."

In this example, since Mr. Selkirk's Natural Child began his conversation with Mark, it was easy to contact Mark's 'NC'. Since he started out "below the line" it was easy to remain there.

“My relationships are improving with everyone that I interact with including my wife, kids, clients, associates, partners, and friend.”

*—Rick Schultze, Vice President – Partner
ARCO Design/Build*

It is also possible to exchange Adult information with other people. It doesn't occur often because the Adapted Child and Parent Board Members are so powerful and so prevalent in everything we do. Remember, they have a job to do and they take it seriously. Those jobs are to make sure that we run our lives by the rules we have set up to conduct them by, and to warn us when we are not comfortable or when we appear to be entering a situation that resembles one that was uncomfortable in the past.

However, Adult-to-Adult exchanges are possible. You will find that they are also quick and productive.

Adult-to-Adult Exchange

Evelyn: “John, when do you suppose that your part of this project will be completed?”

John: “I'm awaiting input from Research and Development. We're meeting tomorrow. I'll have a more accurate answer for you at that time. However, my department is slightly ahead of schedule at this point.”

Evelyn: “Great! My crew will begin production when

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everything is in place. We're rounding up the last project right now. I'd like to keep informed of your progress John, so we can be ready to hit the ground running when the time comes."

"I feel I have become a more confident, productive leader in our organization."

*—Karen Zinn, Chief Financial Officer
Renaissance Financial*

"Now I approach situations in a more effective manner by listening to understand what others are saying and looking into the 'gray' areas to solve problems."

—Dan Croft, Project Manager, ARCO Build/Design

On the following pages you will find five short conversations between two people followed by a blank circle graph. Determine what Board Member is speaking in each sentence, and what Board Member in the head of the other person receives the message. Draw the lines like in our preceding examples and track the conversations.

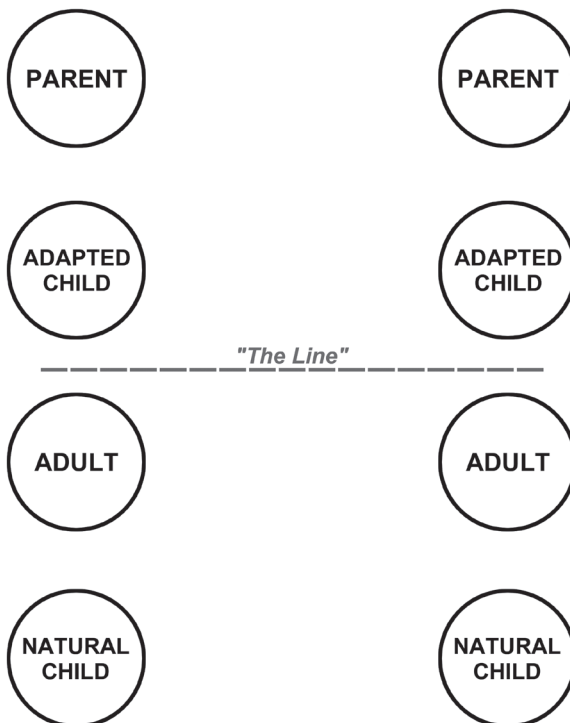
Practice Conversation #1:

Ralph: "Are there any more doughnuts in the break room?"

Edward: "Are you kidding? Not after that bunch got through with the meeting."

Ralph: "Man, they always scarf up everything."

Edward: "Yeah. It's the same ole story."



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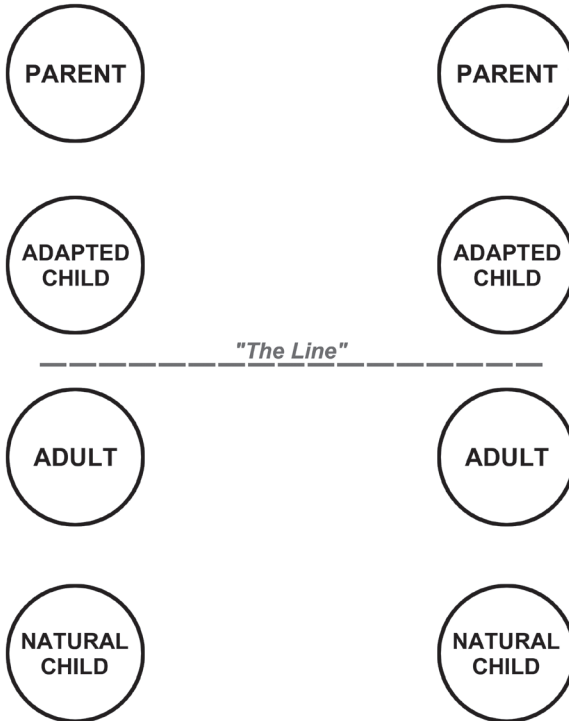
Practice Conversation #2:

Boss: "The sales figures are down for the second quarter. What do you think is the cause, Henry?"

Henry: "I don't know, but it certainly is not the fault of my department. "

Boss: "Where do you think the trouble lies, then?"

Henry: "Well, don't let anybody say it's us. Because it's not."



Practice Conversation #3:

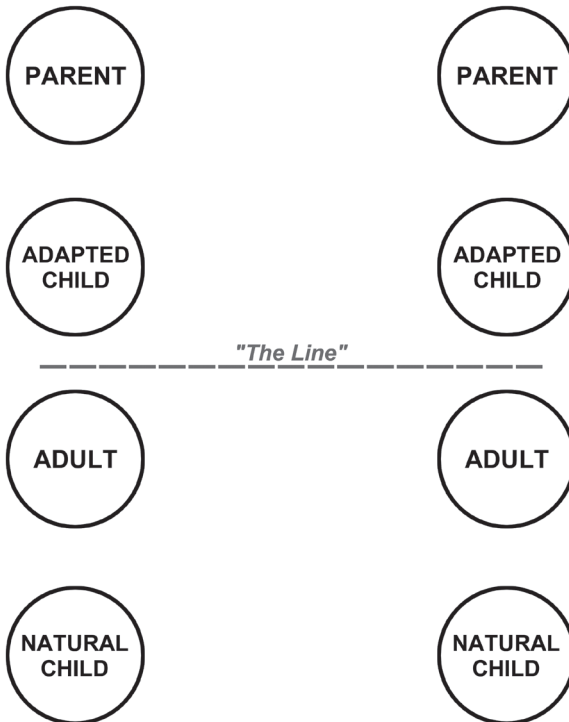
Matt: "Hi Mary. I'm always glad to see you here."

Mary: "Well, hi there. What are you doing in town?"

Matt: "I have that seminar to attend, you know."

Mary: "It's always something on your day off, isn't it?"

Matt: "Yeah. I wonder why they can't just have these things when it is convenient?"



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Practice Conversation #4:

Person #1: "Are you going up?"

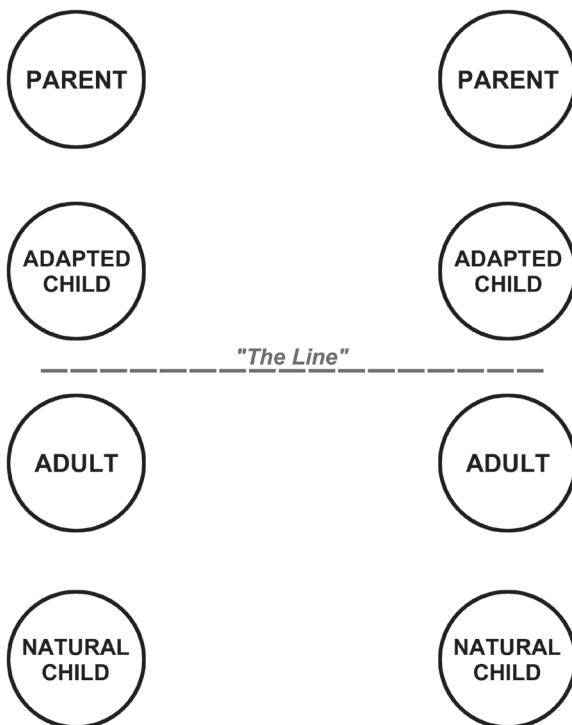
Person #2: "Yes. Thanks for holding the door."

Person #1: "No problem. What floor?"

Person #2: "Three."

Person #1: "I know some people on three. Where are you going?"

Person #2: "It's really none of your business."



Practice Conversation #5:

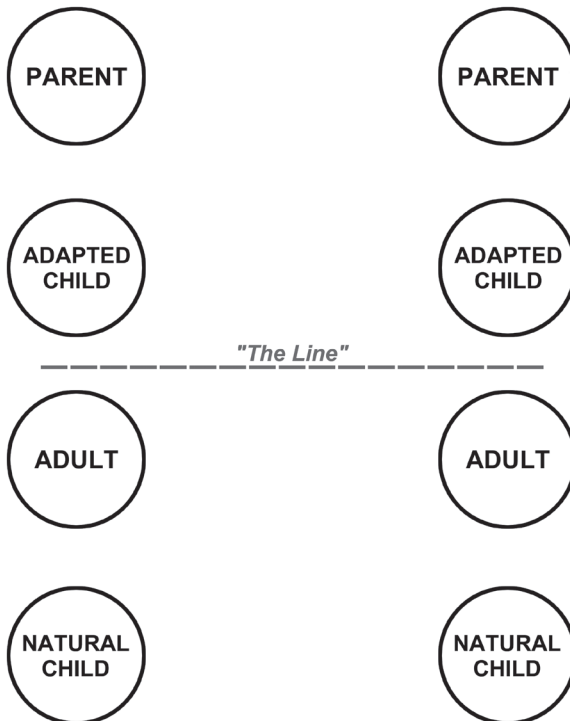
Manager: "What is it now, Steve?"

Steve: "There is someone here to see you."

Manager: "Can't you see I'm busy? Can't you handle it?"

Steve: "I might can if you want me to. I can ask them if there's anything I can do for them..."

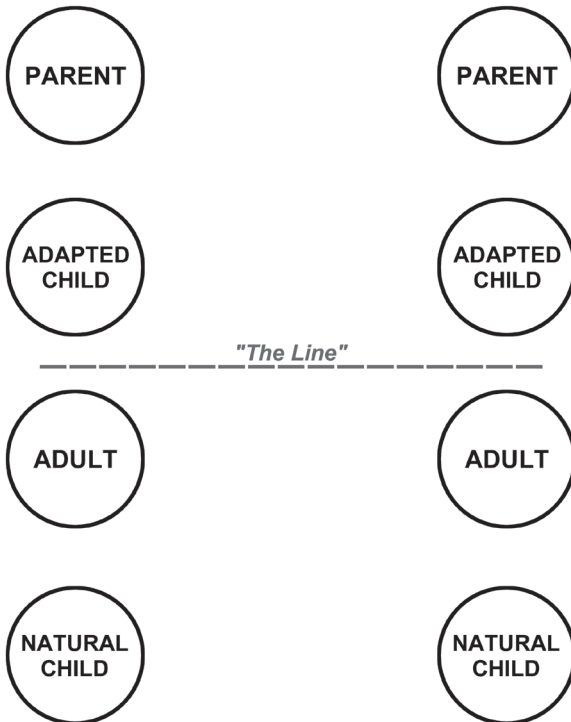
Manager: "Thanks, Steve. I appreciate it."



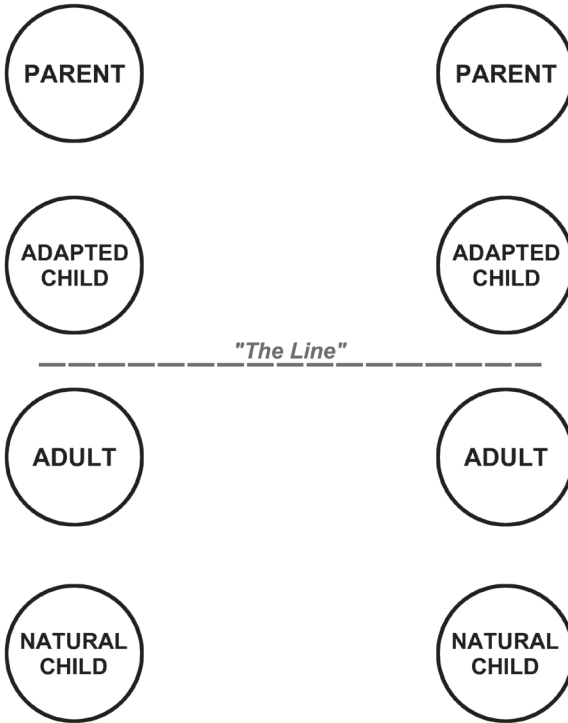
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Now, imagine some conversations of your own – maybe some you have had with others lately. After you have jotted them down, try to track them on the two blank circle graphs provided.

Your Conversation #1:



Your Conversation #2:





PART V
GLOSSARY
KEYS TO EXERCISES
COMMENTS

DEFINITION OF TERMS

HOW WE TALK OUR TALK

'A' (Adult) – The part of you where you gather and store all the real data you collect, a sort of storehouse where you go for information to make life's decisions.

Above the Line – You are considered “above the line” when you slip into that part of you that is not grounded in reality but dwells in movies of past experiences and future fears and misgivings.

‘AC’ (Adapted Child) – The part of you that records all the feelings, good or bad, that you feel as you have experiences in life.

Alien Information – Alien information is that data or situations that come your way that do not fit the rules already in your rulebook.

“Baggage” – The word “baggage” is used commonly to refer to any and all misgivings, fears, “what ifs” and “should ofs”, or any other dysfunctional feelings or unresolved situations you hold in your head.

Below the Line – You are considered “below the line” when you remain in that part of you that is grounded in reality and in the “now”.

Blend – We use the term “blend” and “blending” to indicate the actions of the Adapted Child when he adapts to alien rules in order to fit in and not make waves.

Board Meeting – A Board Meeting in your head is what occurs when the various aspects of your thought processes discuss situations and deal with feelings – with or without your being conscious of it.

Board Members – Your Board Members are those facets of your thought processes that make up your “personality”. We consider that you have four of these aspects, the Natural Child, the Adult, the Parent, and the Adapted Child.

Board of Advisors – When you call your Board Members to order in your head, where you listen, consider, sort out,

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and act on the input of each Member; that effectively changes your Board of Directors into a Board of Advisors.

Board of Dictators – If one or more members of your Board of Directors are heard more than the others, they can become Dictators. When this continues to happen, your Board of Directors becomes a Board of Dictators.

Board of Directors – The Board of Directors in your head consists of the various aspects of your thought processes (commonly known, collectively, as your personality).

Chairman of the Board – The Chairman of the Board is you, collectively. Each of your Board Members is actually a facet of your makeup and only you, in a collective fashion, can “chair” the Board by listening to all members and evaluating their purpose and input as well as the relevancy of it to what is happening in the now.

Defend – We use this word to describe the actions of the Parent Board Member when he refuses to accept new rules. He defends his own rules.

Deflection – This is a term we use to describe the action of a Board Member can take when he sees a comment is sent in his direction which he is unwilling to accept and deal with. He blocks the comment where it then ricochets to another Board Member.

Has the Floor – The dominant Board Member in any situation is said to “have the floor” in the Board Meeting.

Head Talk – The chatter and exchange of information from one of your Board Members to another in your head.

Hook – An action, word, or situation that so stimulates a specific part of you that you seem mesmerized by it and seemingly incapable of breaking free from the ensuing conversation.

Hook and Lock – The combination of the action, word, or situation that stimulates a specific part of you in a sort of hypnotic fashion and pulls you toward an unwelcome exchange with another, followed by other action that reinforces the first action.

In the “Now” – When the Natural Child in you has the floor in your Board Meeting and you are able to think, communicate, plan, and execute clearly, we say you are “Below the Line” or in the “Now”.

Lock – A follow-up action that further entangles you in an unwanted exchange after you have been hooked into it by actions, words, or a situation whether the exchange involves another person or is conducted solely in your head.

Memory Movie – Those situations you encounter, along with the feelings you felt when you were encountering them, which gather together and play over and over “Above the Line” to the Adapted Child in you where they seem to be things that are real, but are not.

‘NC’ (Natural Child) – The part of you that lives in the “Now” – the creative, innovative, fun-seeking part of you.

‘NP’ (Nurturing Parent) – The part of you that attempts

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to protect your rules by using caring-type tactics to bring everyone (including you) into compliance with those rules.

‘P’ (Parent) – Your rulebook, where you store all the rules that govern your life.

Ricochet – This is the term we use to describe some dialogue of a conversation that is meant for one Board Member, that is overridden by another and is, therefore, not active at the moment. The dialogue bounces off of that particular part of you and ricochets to another Board Member – typically a part of you that the other person didn’t want to engage.

Rulebook (your) – Your rulebook is the result of your reaction to the experiences you have had in life. Your feelings about the experience add to the mix and form rules you live your life by.

‘SP’ (Stern Parent) – The part of you that attempts to protect your rules by using forceful tactics.

The Line – Our term for the imaginary (but very real) boundary between reality (below the line) and the realm of your fears and misgivings (above the line).

Thought Processes – The aspects of your mental activity where you gather information, sort out, argue, conspire, compliment, and deal silently with the happenings in your life – your Board of Directors and their activities.

Trigger – An action, word, or situation that sets off a knee-jerk reaction in another Board Member.

Under the Direction of – We say that your Board is under the direction of a certain Board Member if your thoughts, actions, and reactions reflect the purpose, intent, or demeanor of that particular Board Member.

Under the Influence of – We say that you are under the influence of one or other of your Board Members if your thoughts and actions reflect the purpose, intent, or demeanor of that particular Board Member.

Wild Pitch – We use the term “Wild Pitch” to describe the action of a sometimes well-meaning utterance if it has left you skewed (like a wild pitch in baseball) which causes it to hit some aspect of the other person rather than the intended target.

COMMENTS ON EXERCISES

Identifying Language from page 129

1. “No! No! That’s not right!”

Typically this is an emphatic Stern Parent statement indicating judgment of a thing – right or wrong. Although the statement might be accurate, this speaker is directed by the Stern Parent in his head.

2. “The train is scheduled to arrive at 9:45.”

Taken out of context, this statement is a simple transfer of Adult information. However, the Parent in the head of speaker would influence the addition of other phrases

LISTEN!

such as “*Didn’t you know* the train is scheduled to arrive”. Likewise, the addition of outbursts such as, “Oh! No!” before the sentence changes this Adult statement to one directed by the Adapted Child in the speaker.

3. “Oh! Wow!”

These words are generally associated with a Natural Child exclamation of wonder and awe. However, according to voice inflection and tonality, this might be an ‘AC’ utterance.

4. “You should act your age.”

The word “should” is typically associated with a Parent directive. Acting “your age” is relevant to the speaker’s rules of behavior in his rulebook (‘P’).

5. “Aw, man! Not *that* again!”

This utterance is a mixture of Adapted Child whining “Aw! Man” triggered, in this case from his remembering how he ‘felt’ the last time, followed by a Parent exclamation of protest.

6. “Don’t forget to take your umbrella.”

This is a Nurturing Parent attempt to impose its rule (“Always take an umbrella if it looks like rain”). Although it appears to be a caring gesture (to prevent someone from possibly getting wet) and might serve that purpose, yet it is actually a way to manipulate someone else into obeying the speaker’s rules.

7. "I didn't mean to..."

The Adapted Child in you is the Board Member that makes apologies.

8. "I like you..."

This is a spontaneous Natural Child outburst and is typically uttered in response to the value someone has added to the life of the speaker.

9. "I think I want to take a vacation this year."

This is an Adult statement. Thinking is an Adult function, as opposed to guessing or hoping.

10. "They are serving enchiladas in the lunchroom."

As in statement #2 of this exercise, if the speaker thinks the information in this sentence is accurate, and without any added phrases, this sentence is a transfer of Adult information.

11. "I didn't know I could do that..."

This statement would typically be considered a Natural Child utterance of surprise and wonder. However, with the addition of various voice inflections, expressions and body language, it might become an attempt by the Adapted Child to explain why he didn't complete a job or it might come from the Parent in an attempt to protect himself from blame.

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12. "The way to do it is like this."

Whether the tone of voice is harsh or soft, the object of this statement is to teach a thing from the speaker's own rulebook. A harsh, more exasperated or angry tone might indicate his Stern Parent has the floor, whereas a softer, more teaching tone might indicate his Nurturing Parent is directing him.

13. "I'm not really very good at this..."

This is an Adapted Child apology, and can hold undertones of the Parent's attempt to protect the speaker by "setting the stage" for possible failure.

14. "I wonder how it might work if we merged the two companies."

Although this is a statement from the business world, it is a Natural Child statement of adventure, wonder and vision.

15. "I guess they just don't want me to come."

You can almost hear the hangdog, Adapted Child tone behind these words. There are several 'AC' words used here; the word "guess" is used often by 'AC' when you feel you must make a statement, but you also feel a need to leave an opening so you can be found inaccurate and not suffer any consequences. The word "guess" is used to prevent your words from being taken as emphatic. Also the word "just" is often used by 'AC' and confers a whiney aspect to a statement – as if saying, "Woe is me." Using such 'AC' words reinforces the speaker's feelings of dejection and uncertainty.

16. "The Lone Ranger's partner is Tonto."

This is an Adult transfer of information. Although this actual statement is accurate, however, even an inaccurate statement, transferred with no "baggage" from other Board Members, is actually an Adult statement if the speaker has no evidence that it is inaccurate.

17. "This is as great as it was last time!"

This excited outburst is from the Adapted Child because it speaks of a prior experience.

18. I want you to get good grades, now."

Although this is well meaning and appears to express the best wishes for this person, the Nurturing Parent is directing the speaker to deliver the message. The speaker has a rule as to what "good grades" means and wants the other person to live up to that rule, so uses soft, manipulative tones and words to instruct the other person to do so.

19. "Don't do that again."

This directive can be given in a harsh Stern Parent tone, or in the softer Nurturing Parent mode. Whichever the speaker chooses, it is an attempt to bar a certain thing from happening in the speaker's world because it infracts his rules.

20. "I'll show you how to tie your shoe, honey."

In this sweet little sentence the speaker is actually being directed by the manipulative Nurturing Parent in his head.

LISTEN!

Identifying Emotions from page 134

| | |
|-----------|--|
| Impressed | The Adapted Child in you feels impressed with a thing because it meets or exceeds his expectations of how things should be. |
| Gleeful | Typically the Natural Child in you expresses glee. |
| Excited | Both the Natural Child and Adapted Child in you can become excited. 'NC' becomes excited out of wonder and 'AC' becomes excited from expectations of things you have experienced before. |
| Depressed | The Adapted Child in you feels depressed, typically, because of a feeling that things just aren't as they should be – as you expect them to be. |
| Concerned | The Adapted Child in you feels concern out of fear that a thing that is about to occur is not what he wants or expects. Many times 'AC' will look to 'SP' or 'NP' to enforce your rules to relieve his concerns. |
| Angry | The Stern Parent in you can express anger when you feel fearful. In this way you attempt to protect yourself and prevent infractions to your rules of life. |

- Disappointment** The feeling of disappointment is the result of the Adapted Child in you looking forward to some event or outcome that is not forthcoming. Expectation is a real pitfall of the 'AC'.
- Unimpressed** For you to be unimpressed, the Parent in you has to have a list of standards (or expectations) to which the thing in question does not stand up.
- Disheartened** Feeling disheartened comes when 'AC' thinks he cannot stand up or live up to your own or other people's expectations and rules.
- Unhappy** Both the Natural Child and the Adapted Child in you can feel unhappy. 'AC' can feel unhappiness when an event or outcome doesn't meet the expectations that have been set. 'NC' can feel unhappiness when a new experience isn't a pleasant one.
- Pleased** 'NC' typically is pleased because he likes a thing. This generally means that it has added value to your life in some fashion – the feeling of “liking” is a spontaneous result of that.

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| | |
|-----------|---|
| Wrathful | The Stern Parent in you becomes wrathful. Wrath is a strong emotion that can be triggered when you really want something a certain way and it is not forthcoming. |
| Alienated | Feelings such as alienation, loneliness, and abandonment are 'AC' feelings. They typically stem from feelings such as inadequacy and insecurity and are fed when the Nurturing Parent in you changes those fears to sadness when things don't go to suit you (like a grandparent might by giving you a cookie). |
| Playful | The Natural Child in you as well as the Adapted Child in you play. So, to determine whether the feeling of playfulness is 'NC' or 'AC' you can decide whether the playful activity occurred before. |
| Hopeful | The Natural Child in you hopes and dreams. |
| Anxious | 'AC' feels anxious when things don't go like you think they should or like they did before. |

Comments on cartoons beginning on page 136

1. Mr. Jones is intending to relate Adult information to Rudy concerning his schedule, his use of 'AC' words such as "commitment" and "necessitates" indicates that, in his own Board Meeting, 'P' and 'AC' have told him it is a rule that he has to be at a certain place at a certain time.

In this instance, 'AC' and 'P' have performed their duties as they are programmed to do, keeping Mr. Jones on schedule. There is no right or wrong to letting 'P' direct a schedule for you. What is important is that you *know* 'P' and 'AC' are doing this.

In frame #2 Rudy intends to be very cheerful and wish Mr. Jones a great day from his 'NC'. But, if you'll notice Rudy directs Mr. Jones to "Have a nice day", which is influenced by the Parent in Rudy's head.

Although "Have a nice day" typically slides by in today's society as a nicety that one person wishes on another – and Rudy intended for it to be just that, yet Mr. Jones' Board chose to take Rudy's words as a command and let his Parent become hooked by Rudy's words. (He might have been feeling particularly ornery that day.) Mr. Jones retorts from the Stern Parent in his own head, which has a rule that he doesn't take commands from subordinates.

Mr. Jones' Stern Parent reaction hooks the 'AC' in Rudy's head, whereupon he recoils and falls into an 'AC' posture with 'AC' look on his face.

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2. Although the signer in frame #1 of this cartoon strip asks the 'NC' question, "What is all this stuff", yet his face shows 'AC' confusion and Parent alarm.

The seated man in frame #1 echoes his boss's Parent by saying in essence "You need to sign it and hurry up."

The signer in frame #2 is making what could be an Adult statement that has to do with time, however his face is beginning to show more and more alarm and fear. Notice he keeps saying the word "all" that indicates that he thinks he is unable to comply with the boss's wishes right off.

The seated man in frame #2 uses the 'NP' phrase, "Everything's okay." followed by the 'AC' whine, "Just sign it" topped off by the Parent announcement "We gotta go!"

He continues in frame #3 by adding three more Stern Parent directives: 1) "We're keeping the boss waiting", in other words "We should never keep the boss waiting", 2) "Hustle it up!" and 3) "And be sure to initial every page."

The signing man in frame #3 has obviously slipped into such a state of discomfort that the Stern Parent in his head fires back "OKAY!" in powerless retaliation for that discomfort, whereupon 'AC' reassures authority "I'm hurrying."

You can imagine that the signer in this cartoon strip is forced by 'AC' to override his own 'P' rule that says, "Don't sign a document you haven't read". Not only is he now even more uncomfortable and powerless feeling with his

present situation, this feeling 'AC' is presently recording will play as a memory movie for the rest of his life unless he has the tools to get clarity on the situation somehow.

3. In panel #2 Sara is obviously directed by the Stern Parent in her head who has probably made a recent (teenage) rule that says, "I'm old enough to do what I want." She thinks her Mom is trying to infract that rule by stating that it's a school night – implying that it is not okay to go out..

When Sara's Mom clarifies her statement, Sara's 'AC' knows she has reacted too hastily before, takes the floor, and then utters a little "Oh." as a half-hearted apology. Her 'AC' feeling of chagrin follows into panel #4 with an uncertain 'AC' look on her face.

Of course, Sara's Mom knows too well what was behind Sara's reactions, which prompts her Nurturing Parent to say to her 'AC' in her own Board Meeting, "When you're prepared for battle, it's hard not to go to war."

4. Notice in panel #1, Ted is reflecting a little 'NC' pleasure at the compliment his boss has just given him. That 'NC' pleasure turns to excitement when he hears that his boss wants him to "really take charge", but fades to 'AC' dismay when he finds out that how he is going to "take charge" has already been decided for him ahead of time.

5. Nikki's 'NC' obviously has the floor in her Board Meeting as she relates her vision and hopes to her Mom. The Adapted Child in her head takes over and shows a little uncertainty as to how she should plan her venture.

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Nikki's Mom seems unimpressed with Nikki's plans or with the fact that she considered sharing them with her. In this instance, maybe her Mom felt overworked and reacted negatively because Nikki's had leisure time to sit there, sipping a soda and discussing travel plans (for heaven's sake) while she has more to do than she can get around to.

At that point Nikki's Mom's Stern Parent takes the floor and chooses to use sarcasm over an angry countenance to stop Nikki's 'NC' "foolishness". Notice the sarcasm, "Why don't you 'travel' to the store..." Had Nikki's Mom had the tools to be able to act as Chairman of her own Board, she could have had a great 'NC'/'A' chat with her daughter.

Who Has The Floor from page 142

1. "I'm gonna be Tonto. You be the Lone Ranger."

"No. *I'm* gonna be Tonto."

This shows a classic Stern Parent argument, with each participant "directing" the other as to how each wants things to be.

2. "You didn't do this report correctly."

"It's good enough."

Although the first statement originates from the Parent rule that says, "the report should be done so and so", the statement can come from either the Stern Parent or the Nurturing Parent, according to the intentions of the speaker. In the case it is from 'SP', the speaker might be trying to "beat up" the second party for not living up to

his (the speaker's) rules. If the statement is from 'NP', the speaker might be attempting to instruct the second party so that he or the department might "do better" according to the speaker's Parent rules.

The Parent retort, "It's good enough" sounds like a classic "Hook and Lock" where the second speaker's Parent is hooked by that of the first speaker and locks horns to do battle if necessary to hold his ground.

3. "You have no business going over to Tommy's."
"I never get to go anywhere."

The first statement is definitely from the Stern Parent in the head of the speaker. Notice it is punctuated by typical 'SP' language. Instead of saying, "You can't go" or "You shouldn't go" (which is also Parent), the speaker chose to use extra 'SP' words in the sentence – "You *have no business* going..." which are unnecessary in the context of the statement, serving only to reinforce the 'SP' command as well as to drive the listener into an 'AC' attitude.

Sure enough, it worked. In the second statement, the 'AC' takes the floor and whines, "I never get to go *anywhere*."

4. "We have to be ready for court tomorrow morning."
"Oh. *No!* I guess I'll do another 'all nighter'."

Although this first statement might have been meant to remind someone of a court date using Adult language, it includes the Parent word "hafta". However, depending on tonality and body language, the speaker could have been

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directed by the 'AC' in his head.

Whichever it was, its message triggered an 'AC' reaction in his Board Room. Look at all the Adapted Child words and phrases in this statement: 1) "Oh. No!" reflects 'AC' dismay, 2) "I guess" shows uncertainty – not an emphatic statement, 3) "*another* all-nighter" means he has done this before, hates it, and is bemoaning having to do it again. Even has a pet name for it; "all-nighter".

5. "Hey, Kim! How'd ya like to eat hotdogs at my house tonight?"

"You bet."

This exchange could be Natural Child or Adapted Child, according to whether this was going to be the first time Kim came over to eat hot dogs or not.

6. "I hope we get that loan so we can open our own bakery."

"I know. Isn't this exciting!?"

The Natural Child in you hopes, dreams and gets excited about the possibility of a new adventure. This exchange is possibly a clear Natural Child exchange – hope, echoed by excitement.

7. "If we merge with ABC Co., we will have more personnel than we have now."

"Yes. I've thought of that."

This exchange, on paper, is an Adult exchange. However, if a larger staff isn't welcome by either of the speakers, voice inflection can easily make this a 'NC'/'AC' exchange or even an 'AC'/'AC' exchange.

8. "You really need to try harder to make better grades."
"I'm doing the best I can!"

Although the first speaker might have been directed by the Nurturing Parent in his Board Meeting and might actually think he has good intentions by admonishing speaker #2 to "make better grades", 'NP' has one objective – to force you and everyone else to follow your rules. In this case the 'NP' rules are "try harder" and "make better grades".

Here's where the "hook and lock" comes in. If speaker #1 triggered the 'AC' in the head of speaker #2 to react, he would have whined, "I'm doing the best I can." But if, with the same sentence, speaker #1 triggered 'SP' in speaker #2 to react, he could easily have hooked that Parent, whereupon the 'SP' in both speakers might have locked together in a power struggle and he could have still answered, "I'm doing the best I can!" with angry voice tonality.

The '!' after the words of speaker #2 indicates it was 'SP' who was directing him when he spoke them.

9. "Wanna catch a movie tonight?"
"No. I've got to study – as usual."

LISTEN!

This seems to be a Natural Child suggestion, which is followed by a mixture of Adapted Child and Parent. Speaker #2 begins by saying, "I've got to study...". Gotta is one of those red flag Parent words like shoulda and hafta. But the addition of the phrase "as usual" shows 'AC' dismay at the prospect.

10. "Statistics show that our total is lower than last year."
"Well, we'll do better next year. Don't worry."

Barring any body language, tonality, facial expressions or other additions, this first statement could be a simple Adult transfer of information. With appropriate animation, though, it could also be 'AC' or 'P'. 'AC' could say, "Statistics show that our total is *even* lower than last year." 'P' might say, "*These* statistics show that *this* year's total is lower even than *last* year's."

The Nurturing Parent in the head of the second speaker attempts to care for and pacify the first speaker and assure him that everything will be okay. The addition of the sentence, "Don't worry." flags this statement as 'NP'. The rule in the rulebook of the second speaker that he is trying to protect might be "Never let other people's discomfort make *you* uncomfortable." or "Always calm a situation down before he gets upset."

Key To Exercise on Page 84

On page 84 you were asked to indicate how often and how strongly each of a series of 50 statements describes you by placing a number value in an area to the left of each statement. The exercise is designed to give you an indication of which one of your five Board Members has the floor the most in your life. This should also show how strongly each particular Board Member influences your personality or demeanor at any one time, as well as which Board Member those around you expect to encounter the most when interacting with you – your demeanor or style.

Scoring

Now, you can tally up the numbers you chose for each statement of the exercise in the corresponding gray-colored box in the table on the following pages, then total each column to give you the information about yourself.

| Statement | NC | AC | NP | SP | A |
|-----------|----|----|----|----|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |

LISTEN!

| Statement | NC | AC | NP | SP | A |
|-----------|----|----|----|----|---|
| 8 | ■ | | | | |
| 9 | | | | ■ | |
| 10 | | | | | ■ |
| 11 | | ■ | | | |
| 12 | | | ■ | | |
| 13 | | | | ■ | |
| 14 | | ■ | | | |
| 15 | | | | | ■ |
| 16 | ■ | | | | |
| 17 | | | | ■ | |
| 18 | | | ■ | | |
| 19 | | | | | ■ |
| 20 | | ■ | | | |
| 21 | ■ | | | | |
| 22 | | ■ | | | |
| 23 | | | | ■ | |
| 24 | ■ | | | | |
| 25 | | | ■ | | |

| Statement | NC | AC | NP | SP | A |
|-----------|----|----|----|----|---|
| 26 | ■ | | | | |
| 27 | | | | | ■ |
| 28 | | | | ■ | |
| 29 | | | ■ | | |
| 30 | | ■ | | | |
| 31 | ■ | | | | |
| 32 | | | | | ■ |
| 33 | | | ■ | | |
| 34 | | ■ | | | |
| 35 | | | | ■ | |
| 36 | | | | ■ | |
| 37 | ■ | | | | |
| 38 | | | | | ■ |
| 39 | ■ | | | | |
| 40 | | | | | ■ |
| 41 | | | ■ | | |
| 42 | | | ■ | | |
| 43 | | ■ | | | |

LISTEN!

| Statement | NC | AC | NP | SP | A |
|-----------|----|----|----|----|---|
| 44 | | | | | |
| 45 | | | | | |
| 46 | | | | | |
| 47 | | | | | |
| 48 | | | | | |
| 49 | | | | | |
| 50 | | | | | |
| Totals | | | | | |

Your totals for each of these columns can range from 0 to 50. A score of zero “0” in any one column indicates that this Advisor is never heard in your day-to-day Board Meetings. The larger your score in one column, the more often that Board Member has the floor in your head.

Here’s what your column totals might be telling you:

| | |
|-------|---|
| 0 | This valuable Advisor is never heard |
| 1-5 | This Advisor has very weak input |
| 6-15 | This Advisor contributes to your Board Meetings, but is probably overpowered by other members |
| 16-34 | This Advisor seems to get his point across and is working as a valuable member of your Board |
| 35-50 | This Board Member might be inclined to become a Dictator at times |

As is the case when dealing with any Board of Directors, to fully utilize the talents and assets of each individual member in a decision-making process, each member needs to share the “floor” so all input can be gathered and all points of view can be represented in the data that is gathered.

If your scores show an imbalance in the ratio of one of your Board Members to others, it might benefit you to diligently practice listening to those Board Members represented by the low scores to get the big picture of what you are actually thinking and why. You might also find it necessary to monitor some of your louder, more active Board Members to ensure that the others are heard.

No matter how much work it takes to finally be able to hear them all, you will find it is worth it – because if you listen, you might tell you something.

LISTEN!

“The end result is that I have tools available at my disposal to understand the true meaning of my actions, and others. It is clear to me that this growth is only the beginning, and that there is much I will learn in the future using the concepts [this method] has helped me to learn.”

*—Richard Gray, Project Superintendent
ARCO Design/Build*

“I am excited by the fact that I can build on what I have learned to continue to change and grow.”

*—Daniel Donnelly, President & CEO
Alltype Fire Protection Company*

“My journey in TA and creating my own board meetings led me to conclude that judgment and selfishness are the two primary impediments to constructive communication. When I listen to the voice of judgment and selfishness, it usually tells me to move below the line and open myself to the possibilities in the other person. Only then do we become creators of shared meaning and begin to grow together. This book will help you understand the concept with incredible clarity.”

*—Glen Wimmer, Chief Administrative Officer
Medical Anesthesia Group, PA, Memphis, TN*

