

SOCIAL TOOLS NEWSLETTER

FEBRUARY 8, 2016

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

INSIDE THIS ISSUE:

SOCIETY	1
PARENT-ADULT-CHILD	2
PERSONALITY FUNCTIONS	3
OK CORRAL	4
"HOWDY DIAGRAM"	6
GOVERNMENT BY COMPLAINT	12
STROKING PROFILE	13
SITUATIONAL PARENT	14

SOCIAL TOOLS REVIEW

Previously in "Social Tools Newsletter" the author wrote about society.

SOCIETY

A society is composed of people who socialize with each other. They usually speak the same language. They trade goods and services with each other, ie buy and sell with each other, enter into commerce with each other. The commerce of a society consists of both goods and services.

Some societies are composed of classes, eg the British with their Lords and commoners. In India the caste system is reported to be on the way out. In the USA the media and false liberals and false conservative cronies repeatedly highlight the classes of the "haves" and the "have-nots." Then too, there are the troublemakers who work on agitating racial differences in our society.

Of recent years our governments have initiated a more intense warfare on the "commoners" of this society. In the late 1960's and into the 1970's school riots were not effectively dealt with by the agents of the people hired to protect them (police).

In the 1990's the government agencies abandoned the Runnymede agreement with King John of the 1200's, protecting a "commoner" against double jeopardy, ie a second trial for a crime.

THE CLASSES OF SOCIAL TOOLS

This newsletter is about the social tools a person has at his disposal. While the assets of station or family into which one is born remain important as well as looks, intelligence, and health, this is about what a person can do with what he has after he can walk and talk. Such elements as citizenship, race, or gender play a part in one's success in life, but these are not being dealt with here.

This newsletter is about developing skill in the use of one's own social tools.

Social Tools are:

- **Money**
- **Tickets, Talents, Skills, Hellos, Education, Trades, Techniques**
- **Dealing With Others**
- **Management of Self**

MONEY

The most obvious social tool is money. "I never did have enough of it." People come into possession at least periodically of some money almost as if regardless of their intent.

Soon in life children begin to hear about its importance whether for survival or "to get along" in life. Money first is thought of as what you can get for a certain sum, how much will a bag of cookies cost, a new car, a "ride" at the fair. Money is a medium of exchange for goods and services between people.

Biblical references to money begin in Genesis including when Abraham, rich in gold and silver, paid the Hittites money for a burial plot for himself, wife Sarah and family. He was also rich in sheep and cattle.

TICKETS, TALENTS, SKILLS, HELLOS, EDUCATION, TRADES, AND TECHNIQUES

These are the social tools that enable a person to make money, to earn a living. Mastering the exchange of named hellos is probably the most valuable skill. True, an education itself does not earn a living, but a **High School diploma**

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

- **Management of Self**
- **Dealing With Others**
- **Tickets, Talents, Skills, Hellos, Education, Trades, Techniques**
- **Money**

SOCIAL TOOLS REVIEW

is often a requirement to get hired on a job. Certain types of education qualify a person to earn more money than others. Actors go to acting school. Trade journeymen have taken additional courses, but were apprentices first.

A “**ticket**” is the term used here to refer to the certificates, licenses, diplomas, degrees, etc., awarded for having successfully completed certain educational courses, school curriculum, to indicate some form of (educational) proficiency.

There are those with specialized **talents**, which they have honed into skills with an economic value. Baseball, word processing, ranching, salesmen, paid musicians, and others.

In summary these are the “tickets”, talents, trades, and technical skills a person can specialize in.

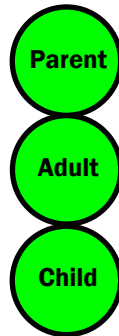
DEALING WITH OTHERS

It is in the quality of use of this set of Social Tools (**Dealing With Others**) where a person can make the biggest difference in his life, ie how others deal with him will come from, in large measure, how he manages himself.

Dealing with other people is mostly to keep in mind that other people, just as you do, want recognition of themselves for being who they are,

for looking at you, their words to you, for a hello and words from you. Perhaps they are waiting to see if you will initiate recognition of them first with eye contact, a word or other.

Much of what is written here is centered on the use of diagrams by which to represent particular aspects of a person’s social behavior. For example each person I have met has three qualities of behavior known as Parent Adult and Child. These are represented (known) by this diagram.



MANAGEMENT OF SELF

Regulating of self has to do with managing one’s behavior, given the circumstances in which you find yourself. For example it may be that a matter-of-fact approach is called for. Sometimes a touch or show of emotional drama is called for. There are times when acting like a dad in charge, giving out orders with authority is what is called for. Or a comforting, sympathetic ap-

proach like what mom might be best at. And too, if after expressing one of these behaviors you see it would be better to close off that particular way of behaving, you might figure another behavior to be more appropriate, like shutting up for awhile.

The amount of self-control in managing yourself in the above suggested scenarios can be expressed as “using your head, keeping a level head.” It is a fact that leveling your head as measured across the corners of your eyes does very much increase your ability to be objective and matter-of-fact in your behavior (and in thinking).

The idea is that the better a person can manage the expression of his various behaviors and fit them into where and what he is involved in, the better the person will do. Each of the suggested behaviors in the preceding paragraph is an authentic behavior, not acting or pretending. We all have in ourselves 1) emotional ways of behaving, 2) the natural capacity to emulate one or the other of our biologic parents and 3) behaving in a matter-of-fact manner, such as when balancing a checkbook, reading a map or giving road directions to a friend. All three ways of behaving are valid, and like muscles should be periodically exer-

cised. Probably the element that counts the most is to be able to keep a watchful eye out for the effect your particular behavior is having on those with whom your are. In public it is a good idea to not get so committed to what you are doing that you lose track of “yourself.”

Periodic leveling your head for up to 30 seconds at a time can help. This exercise can help a person avoid getting overly committed to an emotionally laden topic, help one to continue to periodically objectively assess his situation.

Religion and Faith

Where does God’s dominion over us fit in here? God provided each of us with these social tools AND varying kinds of a life for each to live.

The phrases in The Declaration of Independence “under God” and in the Pledge of Allegiance “... one nation under God ... ” are cited here.

God never guaranteed to anyone that what He gave us was “fair.” Fairness is a concept invented by the envious, the covetous, and the complainer. Specifically the 10th Commandment frowns on covetousness.

Assets

Many mistake physical assets for tools. The fact is, the better you use your social tools the more assets you will have. The four classes of tools listed here are those that every one possesses including, at some time or other, more or less money.

FREEDOM can be an asset. It is not a tool. Free or enslaved, a person still has his social tools. It may be that the opportunities to use them (to personal advantage) are restricted, restrained. It may be that the programs the "government" has for you, to develop and envelope you with, to wrap around you socially, may be that these are designed to frustrate your personal goals, to make you feel futile, to intimidate you, to infuriate, control, to mould and mold you. BUT in every such oppressed society a few individuals routinely come to grips with the setting and preserve their own inside freedom for themselves.

Good health is not a tool. It is an asset. Poor health may be a social liability or not, depending on how one adjusts himself to it. Being alive is to be able to use at least some of your social tools.

ALPHABETS and SYMBOLS

The civilization a society develops is proportional to the symbols it has by which to represent and classify its ideas, words and quantities.

It is proposed here that

people learn the diagrams (symbols) commonly used in their society. They are taught the diagrams representing the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0. They learn how written multi-digit numbers are ranked to represent quantities larger than 9. They learn how to calculate quantities for themselves.

People learn how to use the diagrams used to read and write, the letters of the phonetic alphabet. In this society these are the 26 letters of the Roman phonetic alphabet: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, R, Q, S, T, U, V, W, X, Y, Z.

There are other types of alphabets.

- ALPHABET OF PHONETICS
- ALPHABET OF MUSIC
- ALPHABET OF MUSIC
- ALPHABET OF GENETICS
- ALPHABET OF MATHEMATICS
- ALPHABET OF CHEMISTRY
- ALPHABET OF BEHAVIOR

Starting in the 1950s, diagrams began to be developed and used which vastly improved the ability of the users to classify, therefore gain improved control over their own social behaviors. Individual students began to graphically visualize their emotional behaviors as distinct from their thoughtful, methodical, objectively based behaviors. They came to

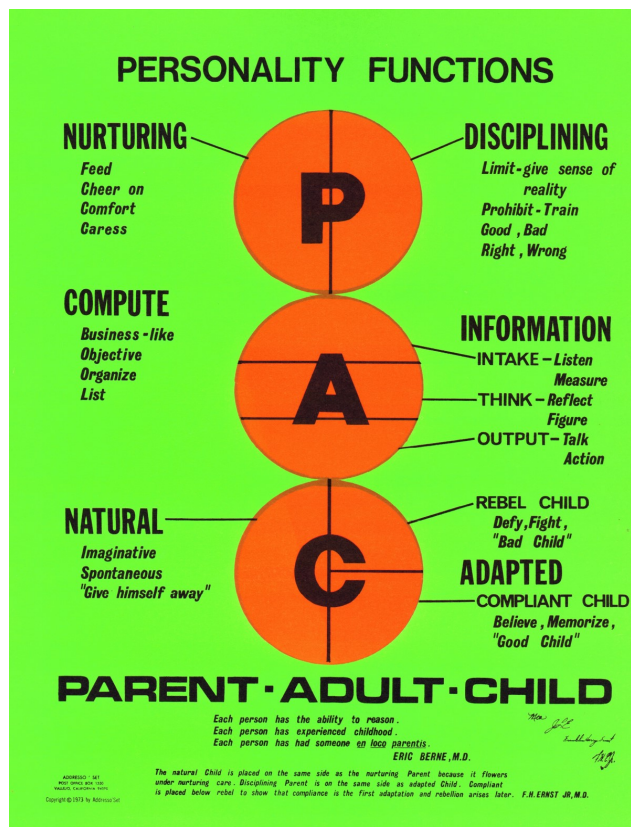
recognize the impact one or both parents had played in how they behaved later in life with others around them.

The PARENT, ADULT and CHILD (PAC) BEHAVIOR DIAGRAM letter

This letter of the **Alphabet of Behavior**, the PAC diagram, symbolically represents a method for a person to represent and to classify his own (social) behaviors and often the behaviors of others; he can tell better where he was "coming from", ie from his Adult-self, his Child-self or from his Parent-self. By convention the word "Child" is capitalized, so also the words "Adult" and "Parent" in this diagram.

Parent is drawn on top be-

cause it is the first one to respond to danger, to emergencies. The Parent is primarily concerned with protecting the integrity of a Childself of himself or another person, such as his own biological child. The Parent behaviors are exhibited in their functions of nurturing and disciplining. Nurturing is to take care of the immediate task of caring for, say, a biologic infant or child. Disciplining is concerned with implanting into that same child a set of rules whereby he can protect himself when away from the original external source of care and protection. The Child is drawn at the bottom because Childhood experiences form the foundation for how a person expresses his emotions and beliefs.



**SOCIAL TOOLS
REVIEW**

TRANSACTIONAL ANALYSIS in the OK CORRAL: Grid for What's Happening



Transactional Analysis in the **OK CORRAL: Grid for What's Happening**. This is the diagram for classifying the outcomes of the events in your life:

Get-On-With, Get-Away-From, Get-Nowhere-With, or Get-Rid-Of

YOU CAN CHOOSE how you want a situation to come out BEFORE the end of it. Not all events can end in a get-on-with. To have a get-on-with for some events, you can choose to have other events come out in one of the other three ways. You cannot get-on-with everybody and everything. Healthy people use each one of the four ways at least once a day.

One person's get-on-with is also the other person's get-on-with.
 One person's get-away-from is the other person's get-rid-of AND vice versa.
 One person's get-nowhere-with is the other person's get-nowhere-with.

The arrow points on the four sides of the grid show there are four kinds of strokes a person can give: "I Am OK," "I AM Not-OK," "You Are OK," "You Are Not-OK." One person strokes the other, gives words (gestures and/or touches) to move (stimulate) the other, AND MORE: to move the other person to the extent that first person gets words given back, to complete one transaction. Whatever else, while transactions are continuing, the parties are negotiating the answer to the psychological-business questions of "What are we going to do with each other?" and "How is this going to come out?" For the persons involved, the ending will come out in one of the four corners of their respective OK Corrals when they have arrived at a psychological-level form of (mutual) agreement about each person being OK or Not-OK.

"I Am OK" is drawn to the right. For example: "I am going ahead."
 "I Am Not-OK" points to the left. For example: "I am going backward."
 "You Are OK" points up. For example: "I look up to you; think well of you; admire you."
 "You are Not-OK" points down. For example: "I look down on you; think poorly of you; give you a put down."

When used for named people, insert the first person's name at the ends of the horizontal axis and the other person's name at the ends of the vertical axis.

People form alliances, friendships. The "I Am OK (or Not-OK)" becomes a "We" after "I" and "You" have negotiated to become a "We;" "You" recruit "Me" or "I" recruit "You," either way. The "We" are now dealing with others. The others can be a "You" (singular or plural), "He," "She," Named Person, "They" or Named Group. Then the "We" are listed on either end of the horizontal axis instead of "I" and the other party on either end of the vertical axis.

"You Are OK" Strokes: for example "Either way (you take it), you are OK with me!" "It's on me!" "Treat is on me!"

"I Am OK" Strokes: for example "Either way (you take it) I AM OK!" "It's on you, if you will be OK with me or not!"

"I Am Not-OK" Strokes: for example "It's because of me!" "It's my fault!"

"You Are Not-OK" Strokes: for example (the jeers, put downs and psychological rackets) "It's because of you!" (It's ALL MY FAULT means "It is your fault!")

All four kinds of strokes are useful.

Transactions of games are built on combinations of the four kinds of strokes: they will usually include more than one stroking (dynamic) arrow in the transactions given and received.

SOCIAL PROCESS is the long range trend of a person's or a group's life.

The strokes a person exchanges during his/her encounters with others (encounter by encounter) have consequences.

SOCIAL TOOLS REVIEW

The Adult is drawn in the middle between the Parent and the Child, for example to put reasoning between the Parental and the Child views on the same subject. The Adult is the self who looks at circumstances in a measured way. Adult is the self who learns new procedures both from experience and from being taught how to carry them out. Adult behaviors are matter-of-fact, such as, reading and writing, measuring the length of a board to be sawed, looking up the meaning of a new word, reading a recipe to cook a dish.

The HOWDY DIAGRAM

This letter of the **Alphabet of Behavior** as taught in high school classrooms, was nicknamed “The Howdy Diagram.”

The term “Howdy Diagram” is shorthand for the diagramable process of 1) giving a hello by name to other people (for example in a classroom and meetings), 2) writing down the names of those people and 3) circling the names of those to whom a named hello was given and a second circle for a named hello being returned.

“Hello” is the basic opener of recognition stroking.
“Hello” is the formal word and “Hi” the informal. Adding

the person’s name to the hello given to that person is the “named hello.”

DEALING WITH OTHERS

LOCATION

Much of what determines how a person deals with another in a day comes from the circumstances in which the meeting takes place.

the doubt. Some on the other hand are seen colliding with another going through a doorway, talking to others apparently unaware of blocking the aisle at a convention.

INTUITION

Each person develops methods for coping with others (DWO). In earliest life much of this ability to understand and cope with others is

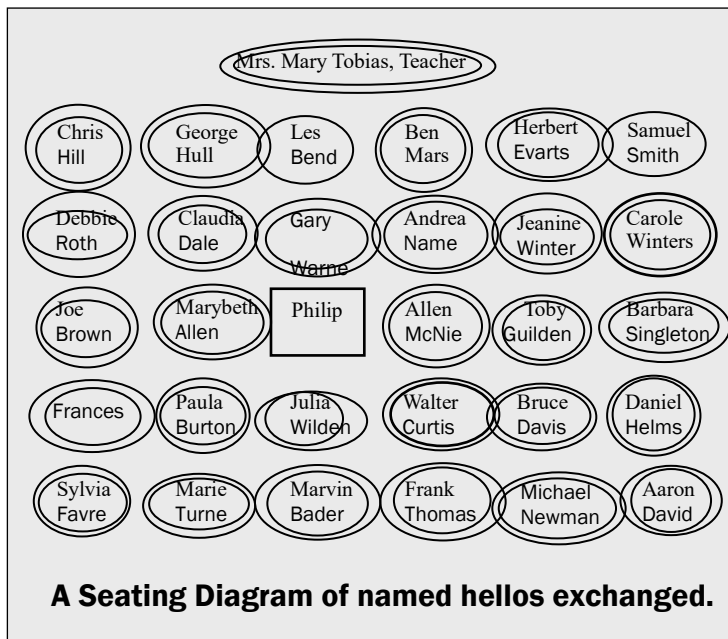
son what his name is by the question “I don’t remember your name at the moment. Will you tell it to me so I can say it to you?”

INTRODUCTION OF SELF

How you introduce yourself can determine the direction of your encounter with another.

EXCHANGE OF WORDS

Whether with a family member, a casual acquaintance, or the boss at work, the dealings with other people rely heavily on the exchange of words of recognition between the parties. Beyond the words you exchange with another, these dealings also include the selection of tone of voice, gestures, attire, posture and physical attitude, facial expression, hair and facial care, authenticity in the presentation of yourself, etc.



A Seating Diagram of named hellos exchanged.

PERSONAL APPEARANCE

Other elements determining how an encounter will go include personal appearance, facial expression, dress, gait, physical attitude.

ACCOMODATING OTHERS

Some accommodate themselves easily to the situation at hand, are inclined to give the other the benefit of

called intuition.

SEARCH FOR A NAME

When visiting with a person you know, you may start looking for his name in your memory rolodex if you can’t remember it, especially if the other person gives you your name. Some few individuals who can’t find the person’s name may decide to save time by asking the other per-

STROKES

Your dealings with others are done primarily by the **strokes** you give or withhold from them. A “**stroke**” is a word, touch, look, eye contact, set of movements or a gesture given to a person indicating recognition of that person. Like in business transactions, the stroke you get back completes the social transaction. You “touch” the

other person with your words and he “touches” you back to let you know you have “reached” him. The eye contact given or withhold is a significant part of that stroking recognition. A stroke is a stroke: good - bad, positive - negative, cutting or caressing. For some a digging (putdown) stroke is preferable to being ignored. As one man put it “There was nothing worse at home than when mom quit talking - as if you didn’t even exist.”

The dealings you have with others, the strokes given to and received from others can be “devious, straightforward, manipulative, vindictive, playful, protective, caring, coercive, platitudes,” etc.

IMPACT WORDS

Beyond cuss words and the use of a person’s name, there are phrases with major impact. “I love you” can readily be said without erotic connotation. When intoned slowly while looking at the other, the words often are returned. They can convey “agape” or “phileo”, in either case profound respect.

WITHHOLDING DISAPPROVAL

Once it is identified to you, the act of withholding strokes becomes easier to do, to withhold the giving of disapproval comments (You are NOT-OK, U-)” back to people

who are trying to intimidate and bait you. These can be handled by 1) no answer or response (withhold any response); 2) change the subject; 3) give a thoughtful "I'll think on that"; 4) offer a "Thank you for your thoughtfulness" while withholding any sarcasm; or 5) cut your losses short by moving away from the scene. The more matter-of-fact the withholding of sarcasm or counter ridicule in any response is the more effective the withholding will be. If in doubt, the best is to withdraw from the scene.

STROKING RECOGNITION CAN BE GIVEN OR WITHHELD

This is typified by the act of giving or withholding a named hello to some of those you see and know. Giving (or not giving) a person’s name to him when talking to a particular individual can be a powerful social tool. It is also less than obvious to others in whose presence the two of you are with.

How you stroke, talk to, give recognition to others determines in large measure how you are stroked back by them, what you get back.

Your stroking of another can be based on an authentic commitment to him and to your word; you will do what you say you will do. You will keep your word to him. You do mean what you say. You do say what you mean. This

would also be an example of a person with intact personal values. This could be compared with (contrasted to) a person with a talent for talking convincingly to others whether based on personal conviction or not.

NAMES, THEIR USE, and Dealing With Others

Care with pronouncing a person’s name shows respect for them as does correctly spelling it. Showing respect for the other is one way to get respect. When you show respect to another you increase the odds of respect for yourself coming back to you. Thus you can reduce your own being at ready to do battle about a possible insult coming at you.

And taking care how the other person spells your name reflects a desire for getting the respect of the other person.

NAMES and Management of Self

By **using the last name** of a person to him you can increase the chances of getting him to be matter-of-fact with you. While he may think you are being standoffish, more formal (and you are), the use of last name does cut down on a person being tempted to try to be playful with you.

First names are for familiarity. Last names are for business, for being business-like, are for inviting the other person to be business - like with you.

NAMES and

Dealing with Others

First names are for "being warm" with the other person. Use of a person's first name is "to open him up" to yourself. You increase the chances 10 fold of getting the other person to give you back a smile when using his first name compared to last name.

The use of the other person's first name is one key to unlocking a person's emotional self, his Childself. A person's expression of his emotionally based behavior is intimately interwoven with his given, his first name.

A SMILE MEANS "YOU ARE OK"

A smile usually indicates an acceptance of you (as you are) and a corresponding opening up to you. Once you are (your Child, emotional self is) opened up, then you are more ready to be playful, to "play."

While playfulness is the road to a more friendly encounter, playfulness in the hands of some is the road to getting yourself exploited, angered, intimidated, betrayed.

THE NAME "YOU GO BY"

"Business-like" good-will can be and usually will be different from a "warm (fuzzy?)" friendship. A business-like friendship in the longer run is more reliable and enduring. This has to do with the overall reliability of the

SOCIAL TOOLS REVIEW

friends you choose, for example one who keeps his word, his intent (results of actions) is also reflected in his words. This increases when last names are used at least in initial greetings.

The use of the last name is not as "friendly" as a first name. It is, however, the road to increased reliability of both yourself and the other person.

If you want people quit dismissing what you say, one solution is go by your last name when you introduce yourself. No big deal necessary. Just use their last name when you talk to them. It does some self-regulating of yourself to (remember to) use their last name. In this instance, self-regulating is in the form of thinking ahead about what you are going to say, how you intend to approach the other person beforehand. Often, thinking about the other person before you address him is **NOT A BAD IDEA.**

DYNAMICS OF GIVING A NAME WITH A HELLO

For the most part, a "Hello" ("Hi") given in passing to an acquaintance conveys a generic good will, is a generic "You Are OK" stroke. Tacking on the individual's name, as with "Hi Debbie", multiplies the specific good

will of the stroke, the positive dynamic energy value (the "You Are OK" value) to Debbie by about X5. "Hi Debbie" repeated a few times in a week is likely to stir Debbie to some form of favorable action, eg start giving Jeanne back, a "Hi Jeanne."

The procedure carried out in the "riotous" high school described in "The I'm OK - You're OK Classroom" amplified goodwill toward each other among those in the classrooms. It was hard for a class member to carry a grudge, a hurt feeling, a sneer, a mischievous (Child) intent completely through when there was a show of that amount of good will toward himself by the 30 others who opened that class period. This was in addition to the amount of Adult goodwill he was shown by those other 30 in the room.

It is hard to not get a bit committed to having some goodwill to others when 30 others are showing it to him. This show of good will diluted, if not stop, the "grudge", "hurt feeling", "contempt" or "mischievous" intent of the individual who came to class with it.

In other words, these specific class sessions with 30 students and one teacher each opened with over 900 action (stroking) events of a Get-On-With nature being

carried out. 900? Each of 30 students and the one teacher (31 people) each had 30 GOW events at the start of the class. $30 \times 30 = 900$.

"I hate school" was not heard any more from those students. "Nobody likes me" and "I don't have any friends" disappeared in those classrooms. These people began to trust each other, rely on each other in the face of trouble, had more confidence in talking to each other away from the classroom setting, ie were instrumental in defusing and "detoxifying" the assortment of "contention cells" being recruited preparatory to the "annual" school riot. Even one young "minority" eleventh grader woman who probably had already been recruited for the scheduled riot began to exchange named hellos with a handful of classmates the first time and by the end of the second week of practicing this exchanged named hello procedure was well on her way to exchanging named hellos with the balance of her classmates, according to her teacher Irene.

NAMES, ACCOUNTABILITY and Dealing With Others

To use the name of a person to him is to increase the meaning, the intensity of the friendship. To use a person's name when talking to him is

also to ask for an increased importance of yourself to the named person. To invoke the use of a person's name when talking to him is to identify him as an accountable individual and to make yourself an accountable person.

NICKNAMES

"Slim", "Shorty", "Whitey," "Little John" - these are not given names. Nicknames are not for accountability of the person. They are for informality. Personal identity can be concealed behind a nickname. People addressed by a nickname are more readily dismissible, can be taken lightly, are for "being friendly with."

THE WORD "NAME" IN THE BIBLE

The word NAME occurs 914 times in the "King James Bible" according to "The Exhaustive Concordance" of the Bible by James Strong. When variations of the word "name" are added, the total is 1,131. Variations are "name's" (29), "names" (84), "named" (87), "nameth" (1), "surname" (8) and "surnamed" (8).

A person's name is the representation of himself, the speaking of which calls the person to mind. A person's written name is a legal and social representation of the person.

For some, the saying of a

person's name is to invoke (the memory of, the spirit of) his presence. Most Protestant Christians conclude their prayers with something like "Heavenly Father we ask (pray) this in the name of Jesus Christ."

A PERSON'S NAME REPRESENTS, STANDS FOR THE PERSON

NAMES TO PASS ON TO OTHERS

As you can, get and record the names of your black hooded assailants, SWAT team members, criminal terrorists, police or deputy sheriffs cruising your local streets looking at you, etc. These names you get are the same names they have when they are at home, with their spouses, their families and colleagues, with their lovers, friends, parents.

Get the names of the criminals and the judges who abuse you, the police who beat you, hold guns on you, interrogate you. Pass these names along to others you know.

TYRANNY HAS A HARDER TIME STANDING WHEN THE COMMUNITY KNOWS WHO AMONG THEM ARE THE AGENTS OF THE TYRANTS.

PROTECTION OF SOCIAL SELF: GET THE NAMES OF THE PEOPLE WHO RUN OVER YOU

Who is your neighborhood

"accredited secret witness?"

Nothing is quite so destructive of mutual trust among neighbors in a community as the sense of not knowing who you can trust to keep your confidence, of knowing some unknown person is talking about you to authorities, to the police about your conversations with other neighbors, about your dog barking "too much" at night when nighttime vandals and predators invade the neighborhood. Look at how the 9th Commandment in the Bible applies.

CHEWING SOMEBODY OUT Dealing With Others

"Chewing somebody out" is different than putting somebody down. In a "chewing out" the recipient has the opportunity to correct an action and thereby come back into favor within the context in which the "chewing out" occurred. With a "put down" the recipient will not be able to come back into favor within the context of the action which resulted in the "put down."

GASLIGHTING

Olga, as president of a local taxpayer group, had been systematically harassed for some 6 months. For unknown reasons some of the taxpayers seemed to coalesce against her after her

second election. She was competent in her position. In the background she had been properly elected to be the president and then reelected.

Olga's social behavior had not changed from before. She had a knack for rousing antipathy in some others and this had not changed after she took that office.

Some of the members had begun to call her several times a day on her private telephone to yell and scream at her without allowing her to respond. After a few weeks of this she stopped answering her telephone. Next, these same callers started calling her number to let it ring endlessly. The calls would be repeated several times a day. So, she began to leave her phone off the hook except when she called someone. Another of her harassers, instead of visiting her at her home, began to hunt her up at her senior center when she was lunching with friends, and loudly berate her in front of her friends demanding, for example, she sign an association check.

One of her continuing (reliable) friends, on a visit suggested to her "It sounds like they are 'Gaslighting' you." She remembered the old time movie "Gaslight" with Ingrid Bergman, Charles Boyer and Gregory Peck. "Yes, they are trying to make me look crazy."

Being able to get one other person to hear her through, gave her a lot of relief, espe-

cially when she could put the name "Gaslight" to what was being done to her.

TEASING AN OLD MAN who knew how to take care of himself.

Reuben had been forced to give up skiing a few years before, but he still enjoyed going with his family on trips to the mountains. He stayed in the lodge reading or visiting.

On one occasion two children about 8 and 10 began teasing Reuben. Their mother, not related to him, left her children in the lodge while she skied some more. The two children filled their time by gently bumping into him as he read and spilling liquids on the table where he had his book and binder. Efforts to befriend them were unsuccessful.

Reaching into his bag of "Child Psychology 1A" disciplining knowledge, Reuben eventually asked them if their mother had not loved them enough to teach them good manners. The teasing stopped. Contrite and sobered they settled down to waiting for their mother's return.

DIFFERENTIATING BETWEEN

**A COMMENT,
A CORRECTON,
A CRITICISM,
A RUDE REMARK OR
AN INSULT.**

and Dealing With Others

VARIETIES OF WORDS TO

**SOCIAL TOOLS
REVIEW**

DESCRIBE DEALINGS WITH OTHERS (DWO)

The English language is loaded with words to describe the ways people talk to each other. Following are a portion:

Agree	Allude	Applaud	Argue	Blame
Bless	Bull s - *	Bully	Caress	Cheer-on
Coerce	Comment	Compliment	Convince	Curse
Cuss-out	Deal with	Dialog with	Digress	Discuss
Diverge	Divert	Dupe	Encourage	Evangelize
Exchange with	Fan the flames	Finesse	Flatter	Galvanize
Handle	Infer	Inform	Intimate	Intimidate
Interrogate	Inveigle	Jeer	Juggle	Laugh at
Laugh on	Leer at	Maneuver	Manipulate	Mislead
Misrepresent	Mouth off	Paralyze	Pastime	Persuade
Report	Ridicule	Say	Scold	Shoot-the-breeze
Straightforward	Underplay	Yawn at	and others.	

TONE OF VOICE (DWO)

Tone of voice used when talking has a major effect on the reception given to the speaker. A tone of voice can be moderated as in private conversations or in a public setting.

Again the English language has an abundance of adjectives to describe a person's tone. To include some:

Abrasive	Baritone	Comforting	Cutting	Explanatory
Hypnotic	Mellow	Nasal	Plausible	Reasonable
Reasoning	Scolding	Soothing	Squeaky	Strident

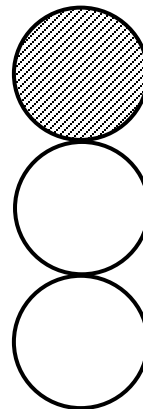
PARENTAL "CRITICISM" COMPARED TO PARENTAL DISCIPLINE and Dealing With Others

"Critical Parent" vs. Disciplining Parent.

There is a clique among some groups that refer to the two functions of the Parent ego state as the critical Parent and the nurturing Parent. Writer has come to see the members of this clique as either having a poor understanding of what the Parent ego state is about or (else)

they regard personal discipline and self-governing as undesirable attributes of behavior. They fee discipline and governing should be done by "committee." When they teach others about the Parent, Adult and Child diagram, the Parent is regarded as the enemy within the person and that to show their Parent self in social behavior is a sign of having a character flaw.

To discipline is both to correct and to teach. To be self-disciplined is to be able



to behave both in an orderly manner and to compose one's behavior so that learning of new information and knowledge can take place.

To criticize a person is to give him a put-down. To criticize him is to disapprove of him unconditionally, to tell him "You are Not-OK."

To discipline a person is to tell him to shape it up, to correct his behavior so he can be approved of. To discipline a person is to tell him "I am OK" and if you stop what you are doing, then "You will be OK" with me.

A SMILE, A LAUGH OF APPRECIATION and Dealing With Others

A smile usually indicates an acceptance of you (as you are) and a corresponding opening up to you. Once you are (your Child, emotional self is) opened up then you are more ready to be "warm" to the other person. While being "warm" is the road to a more friendly, potentially even an "intimate" encounter, being warm, and playful is also the road to getting yourself exploited, angered, intimidated, betrayed.

NEIGHBORHOOD WATCH and Dealing With Others

Neighborhood Watch solution event, 1987-1988.

North Sutter Street had been taken over by the "Amalekites" - "Philistines."

They had been openly dealing drugs on the streets for two years. Finally, a Gideon was aroused to action. And the residents were roused, too, and joined him in the battle. The North Sutter Street Neighborhood Watch was formed. By joining forces they freed themselves of the Hoods and Hoodlums. At first the neighbors were gratified, then apprehension about their success began set in.

They became fearful of the attention their leadership brought on them (the North Sutter Street "nation"). They took back their neighborhood by organized police calling, walking the neighborhood with pen and paper in hand, writing a private citywide newsletter.

The newsletter was mailed to 800 groups and individuals, including other neighborhood watch groups. This newsletter was in the spirit of "Don't tread on me" and included graphic descriptions of specific peopled events witnessed, even during rain storms, using binoculars at night and up close during daylight hours.

Within three months the concentrated efforts of a handful of individuals brought down the \$100 million a year giant outdoor illegal drugstore. It folded shop, went out of business at it's North Sutter Street location. From an estimated 25,000 cars a day, 24 hours of every 7 day week the traffic jam

turning off Tennessee Street and north onto Sutter Street dropped to less than 2,500. The neighborhood became (almost) deafeningly quiet, by comparison.

INTERVENORS and Dealing With Others

Intervention has become a major industry in this country. More lawyers are graduated annually than engineers and chemists. More lawyers are graduated than doctors per year. Mediators, judges, conciliators, arbitrators are part of the "intervener industry."

Television has many continuing shows featuring **interveners**. Moral Court, Judge Mathis, Judge Mills Lane, Judge Judy, Judge Joe Brown, Men Are From Mars, Women Are From Venus, etc are of this variety. The shows of Oprah Winfrey, Jerry Springer, Sally Jesse Raphael, Queen Latifah, Montel Williams, Maury, etc. feature bringing troubled principals together to fight it out some more and/or review their situations and/or offer suggested solutions. The audience captur-

ing value of the drama is what counts. Very little beats watching a "good fight" for dramatic appeal, better still if you have decided which one is to your liking, then the live audience verifying you were "right."

Other "Intervener" shows on TV include "Power of Attorney", "Divorce Court," "Change of Heart."

The point made here is that when an **intervener** is brought into an action between two parties, the parties give up control of what's going to happen to them. Ever try to contest what a radio or TV program host, with a live audience, is doing in his dealings with you? Ever try to contest what a judge says to you?

DIAGRAMS TO HELP IN DEALING WITH OTHERS (DWO)

The **OK CORRAL: Grid for What's Happening** is especially useful to have as a social tool; for having personal knowledge of privte dealings with another party. To further master the art of dealing with others it's helpful to learn about the OK Corral: Grid for What's Happening.

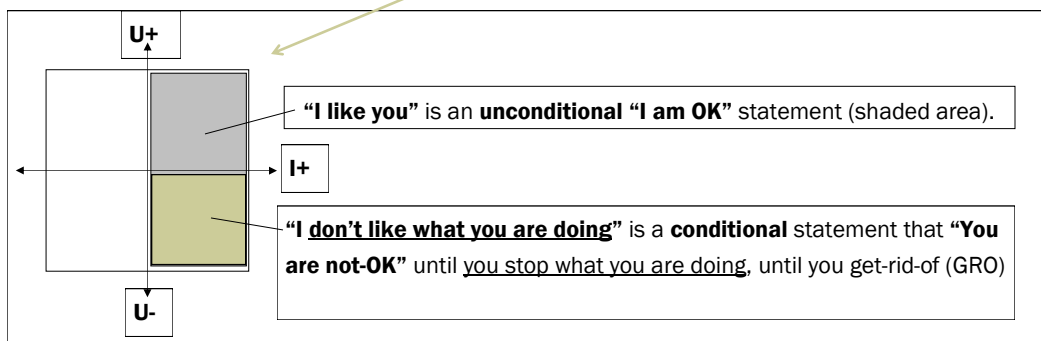
Giving a **named hello** and a getting named hello back will include giving a "You are OK" to another and getting one back. Giving someone a snarl is to give them a "You Are Not-OK." When someone gives me a putdown remark they are telling me "I Am Not-OK" from their point of view then. The strokes given and received in a day are as much as anything concerned with giving and getting "OKs" and "Not-OKs."

CONTESTS BETWEEN GET-RID-OF AND GET-AWAY-FROM

The contests to decide who is going to be the party doing the getting-rid-of (GRO) (because he is "more right") and who is going to be the party being gotten-rid-of, ie the get-away-from (GAF) party, because he is "less right" are often designed by a third party, by "contest" promoters, sometimes by interveners and/or troublemakers.

DISCIPLINE AS SEEN IN THE OK CORRAL

"I like you. I don't like what you are doing (now)!" is diagrammed below. "I like you,

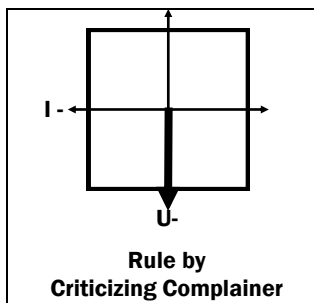
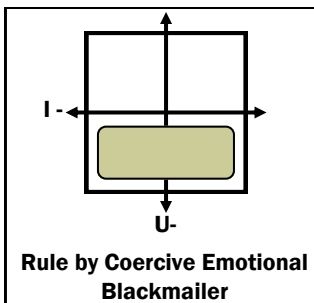


SOCIAL TOOLS REVIEW

but I don't like what you are doing" is a soft, a less definitive, a so-called less harsh way of commanding as a parent or person in charge that you "You Stop that (now, so that I can approve of you and your new behavior)!"

GOVERNMENT BY COMPLAINT

These two diagrams depict the politics of government by "registered complaint."



PEOPLE WITH SOCIAL SAVVY AND MONEY

Most people rate money at the top of the heap of social tools and I don't disagree too much with them. But, success in life comes from how you use all four classes of your social tools. Possession of money, but "lack of an education" such as not

having a High School diploma could lead to problems in keeping this money.

Similarly with having difficulty in Dealing With Others and/or having defective self management abilities. (Management of Self). You know - "A fool and his money are soon parted."

Those who get rich financially use the Social Tool of Money while successfully handling themselves as individuals. They give special strokes to other selected people in their Dealing With Others. Their specialized technical know how of Social Tools is in working with the methods of trading and/or holding merchandise (certificates), stocks and bonds, real estate (deeds) or other negotiable (paper) property with (fluctuating) monetary (market) values.

Those who get rich have gotten past being overcome by the emotions of fear, greed, market trading, conditions which defeat many "short term investors." In other words these rich have mastered the Childhood based emotions that grip the defeated and instead have combined study, learning, experience and considered judgment (Social Tool – Management of Self) on which they base their financial transactions.

There are riches other than money, other ways to be rich, to feel rich. That's what we who have not gotten financially rich say to console ourselves. Family, good friends, a strong faith in a living God and Jesus Christ.

In fact there are examples we can all recall of someone who did have money, then lost it. Some of them became depressed, equated the loss of money to a loss of worthiness.

There are others who instead then got out more among people, began to gain other friends, "found themselves again" and became successful using another ticket or talent they had. They developed their other social tools. They revived or developed skills in other talents they had.

LIFE IS WITH PEOPLE Dealing With Others

Going back to basics, some hang onto the facts. They remember life is with other people with names. People want strokes and are likely to become favorable disposed to those who give "You Are OK" strokes (Dealing With Others). They use their school learning, (Social Tools - Tickets, Talents, Hellos, Education, Trades, Techniques) and make it a point to write down

the names of new people they meet. And then give these new friends their names when they see and hello them. The chances of success in life are with other people, wherever you are.

WITHHOLDING APPROVAL Dealing With Others

Biologist Bob was a long time, elected member of his County political Central Committee. Suddenly one night without warning an apparently colluding majority presented a fraudulently based resolution to censure him. In plain language they wanted to jerk his privileges of being recognized by the Chair to speak. They wanted to restrict his ability to represent the District he came from in deliberations.

Bob recognized the complete stacking of the deck during that meeting within 30 seconds while the resolution was being read for the first time, and only time.

The stacking included:
1) the absence of otherwise regularly attending members whose votes, for ideological appearances, would have defeated the action.

2) Bob knew the meeting Chairman had it in his power to rule the resolution out of order, as it was. Since he had not so ruled, that regardless of his vote, the Chairman

was in on the collusion.

3) Bob, the chairman, and others knew it was irregular and against by-laws to read a resolution and act on it at the same meeting.

When Bob was asked, almost as an after thought, if he had anything to say before "sentence was passed," he responded: "I'll wait to see how this plays out." This activity was recorded in the minutes, as all group activities were.

At Bob's request, the vote was recorded by name (roll call vote). He continued, however, to attend the balance of the meetings for that term of office.

**WITHHOLDING APPROVAL
Dealing With Others**

A year later and under a new administration Bob handed out to membership the announcement he would be continuing his vow of not speaking to any of the 12 members whose recorded votes the year before had defrauded the District he represented of political representation on the Committee. He refused to recognize them, pending their handwritten apology to him for prohibiting his public input the year before.

Personally putting and keeping these 12 people on "total silence," withholding all verbal recognition, while also frequently seeing and pass-

ing them at local and state meetings, and while continuing to be an active, working member in that political group attended by the public, - this was not easy for Bob to do, being a naturally outspoken, friendly, talkative person. Eventually the 12, one by one, dropped out, despite up to 20 years of previous affiliation of some. Dropped out rather than - ?. Admitting they made a mistake? Admitting they did not know what they were doing at the time in question?

[Note: there were people in power and "powerful forces" at the State and County levels that wanted to silence his voice of truth and freedom.]

**WITHHOLDING APPROVAL
Dealing With Others**

The reasoning was as follows: The resolution was written and recorded in the minutes. It prohibited Bob from being recognized by Chair to speak (for his District). The vote on the resolution was also written and recorded by name. The person who seconded the motion also knew California Election Code, like the back of his hand.

With new members and officers for the Committee on the scene the next year, Bob circulated his letter. Summarizing the situation he announced in his letter that there were certain holdover

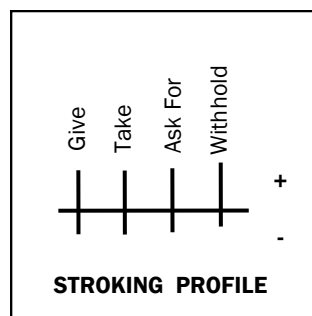
members he would not be speaking to yet, since they had not yet apologized in writing for defrauding Bob.

The act of notifying the "new" Committee was to account to membership for what would otherwise appear to be bizarre behavior on the part of Bob - not speaking to particular members. This not speaking included not shaking hands with them, pending their written apology.

This selective disciplining by totally withholding any verbal or non-verbal stroking recognition is what, in prisoner terms, is called "putting someone on silence."

**WITHHOLDING APPROVAL
Dealing With Others**

This is an example of measuring the management of one's self shown on the Stroking Profile. Bob kept his "Give" to the "non-offenders" on the "up" side. He kept his "Take" and "Ask For" also on the "up" side. And his Withholding of either Approval or Disapproval was positively weighted for the balance of people he knew and stroked.



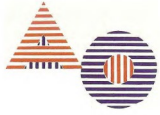
**THE TOOLS TO DO THE JOB
(DWO) (Neighborhood Watch)**

It's a lot easier to do the job you have to do if you have the right tools, if you know what the equipment is which you have and know how to use it to get the job done. Equipment? Word processors, computer, pencil, paper, telephone, telephone numbers to call, field glasses and long hours by some - now this is real equipment. A tool, social or mechanical can be called a toy and used like one, or be used for protecting yourself, for earning a living at work.

**THE TOOLS TO DO THE JOB
and Dealing With Others
(Neighborhood Watch) - Take It To Them ON YOUR TURF.**

In the name of our newly formed "Neighborhood Watch" some of us began to take pictures of new faces and autos in the area. In the name of our Neighborhood Watch, we introduce our individual selves by name and began introducing ourselves to new faces in the neighborhood, asking for their names, to identify who they were.

Two unknown strangers began camping in the vacant lot next door day and night of one of the Watchers. The vagrants were rarely seen and did not answer when he knocked on the van door. After a few days of this, the Watcher made a point of getting out of his car to point his camera at the van, take pic-



Mastery of the Universe is Proportional to the Symbols Man Has by Which to Represent His Universe.

ADDRESSO'SET PUBLICATIONS

Social Tools Newsletter
 Franklin "Harry" Ernst III, Editor
 P.O. Box 3009
 Vallejo, California, 94590 USA

 Phone: 707/644-6358
 E-mail: harryernst@ao3news.cnc.net

We're on the Web.

www.ListeningActivity.com
www.ErnstOKCorral.com

Copyright © 2016
 Franklin "Harry" Ernst III, Editor
 Addresso'Set Publications
 Copying for non-commercial purposes
 authorized.

Permission is hereby granted to any person, magazine, newspaper, other periodical, or media to reprint this newsletter in any single issue of the periodical in question, so long as two conditions are met: (1) the newsletter is printed word for word, including diagrams, figures, and footnotes, and (2) the following reference is given at the bottom of the first page on which the reprinted newsletter begins: "[Social Tools Newsletter](#) is published by

Addresso'Set Publications, Franklin "Harry" Ernst III, Editor,
 P.O. Box 3009, Vallejo, California, 94590, USA,
www.ListeningActivity.com"



"Reach for the stars."

tures of it, including the license plate. The van was gone the same afternoon.

2715 Sutro Street had been a consistent problem, a new, apparently druggie group moving in every few months. A long time resident and Watcher, Hermie, began carrying his camera at ready in his car. Whenever the "hanging out" picked up, Hermie would "almost unnoticeably" point his camera at the porch and those hanging out there, to take a picture.

He snapped a picture through his windshield of whoever was hanging out on the porch. The "almost unnoticed" was to make sure it was noticed and talked up by those hanging out there. A few times he was hollered at by one or the other of them : "What you taking a picture of?" He withheld any verbal response, in fact acted deaf and would continue driving by the place onto his errand. Hanger out traffic on the porch plummeted after

Hermie started this, and it stayed down.

SITUATIONALS

Situationals are trained to and become quite adept with their developed skills in their dealing with others. Personally "situationals" have a dysfunctional personality structure.

See FHEJR report of 3/7/96 to California Legislators "Letters&" Vol.1, Issue 4. "Dysfunctional Personality Structure" is included as part of his discussion of the proceedings of the California Constitution Revision Commission over the preceding two years.

Termites

Personal values are part of the Parent Ego state. In the case of the "Situational Personality" the personal PARENT has been replaced by a "Situational Committee" parent.

"Personal judgment" is absent when the personal Parent is absent.

to be continued

