

Alphabet of Behavior Newsletter

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The following is from an unpublished manuscript titled "The Howdy Diagram" by Franklin H. Ernst Jr., M.D.

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The "Howdy diagram"

In a training workshop of twenty to twenty-five attendees it takes about five minutes for the leader to teach the "Howdy Diagram", i.e. to get the names of the people and spell them out on his own seating chart and to exchange named greetings with each one of them. "What is your name?" "John Fontego." "Hi John. "Hi Frank." "Tell me your name." "Linda Dowler." "Hi Linda," "Hello Dr. Ernst," and so forth. Then the instructor asked them to exchange named hellos.

At the conclusion of this first workshop session the instructor said: "I want each of you to make a 'Howdy Diagram' of your own classes at school where you teach. Each of you can make a seating diagram and get the names and spellings of each of your student's first and last names. Trade named hellos with each other and make a note on your chart-diagram-drawing. You can use two

concentric circles around the names on your seating diagram: one for the named hello you give, and a second circle for the one you receive."

Instructors- teachers should allow 40-50 min. of a 15-20 student class for the "Howdy Diagram" exercise the first time.

Most people will get up and move around the area as they meet and introduce themselves to each other, indicating to those that ask which seat they are occupying by pointing to it.

This may seem like a slow way of starting a class, a training workshop or any other type of business activity. It may seem like "Kid's Play", like "wasting time." "They are just talking and having fun; see there what I mean," indicating mutual pleasure evident by those doing it.

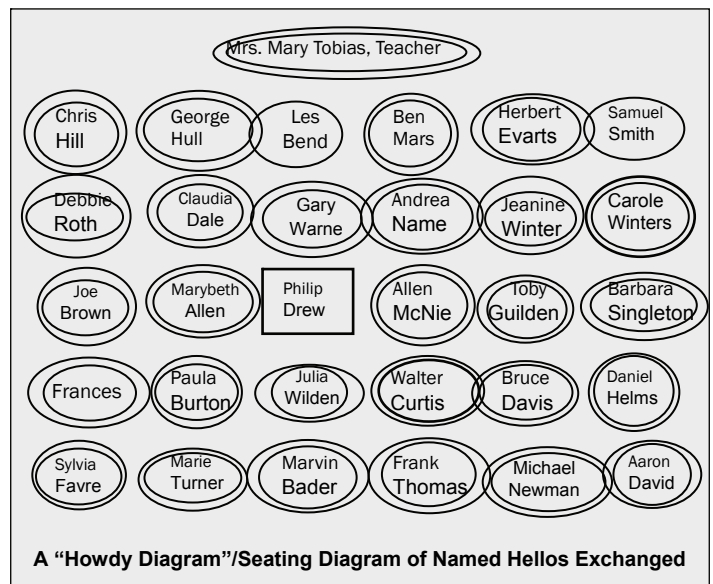
HOWEVER, those leaders and instructors who use this opener for their meetings affirm: "It sure made my own job a whole lot simpler." "Now it takes me half the work it used to, to hold their atten-

Special points of interest:

Activate the "Howdy Diagram":

The "Exchanged Named Hello" exercise can be accomplished by a large group of people. The upper limit, however, is thirty people.

Enthusiasm comes from the abundance of free O.K.'s given and received during the named hello exchanges.



The "Howdy Diagram"

tion to get my job done with them." "The class members like the meetings (of that particular group) whether it is voluntary or compulsory. Now the group seems a whole lot friendlier to me, too."

The "Howdy Diagram" has been taught in business meetings, at business seminar training programs, at sales meetings, to medical and nursing staffs, at school faculty meetings, in classrooms of elementary, junior high and high school students, to college level classes. Writer hears that it has also been taught and used in a ballroom dancing class.

Introducing the "Howdy Diagram"

There are a few general considerations to keep in mind when a group leader is introducing the "Howdy Diagram" procedure to his group; AND when this activity is only one of several items on the agenda.

1. First - Completing an in-class "Exchanged Named Hello" exercise can be accomplished in a large group of people.

The upper limit, however, is thirty people.

On occasion exchanged named hellos have occurred in groups up to 60 people.

However, in those cases where there are more than 30 "class" members attending, while the instructor himself may make a complete diagram and exchange hellos with the entire group, the group can be told "get the names and exchange hellos with six people around you."

Some very intelligent person in the audience is always sure to ask "Is it O.K. if I say hello and make a diagram (Howdy Diagram) of 10?"

This particular variation of the "Howdy Diagram" procedure has been used in teaching groups of up to a 100 people. "Get the names of six people around you and exchange hellos with them."

2. Secondly - If the meeting is to be a one time (one hour) only session of 15 people or more, then the session should be 90 minutes long, from start to finish.

This will allow enough time to carry out the other agendaized business for which the meeting was convened. (i.e. the formal program. Such as give the lecture expected, collect reports from committee members or seminar trainees, hearing the status of the budget and personnel requirements for the coming year, get to the dancing or chemistry instruction expected, accomplish the other business listed on the agenda; those matters that fulfill the social contract of the meeting.)

3. Thirdly - This procedure has been taught to some groups that had shorter meeting periods and when the same people met at regular intervals over an extended interval of time: such as weekly staff meetings, daily classes or monthly committee meetings. In groups of this nature an adequate amount of time can well be allowed during the first two to five meetings for the usual and expected enthusiasm at the beginning of class.

The enthusiasm comes from the abundance of free O.K.s given

A SEA OF UNKNOWN FACES IN PUBLIC SCHOOLS

In elementary school the student spends his days in the same classroom, gets a chance to become familiar with the teacher and the expected behaviors of classmates in the same room over a period of weeks, whether he knows all their names or not. The next step after elementary school involves the pre-adolescent student being moved hour by hour, from one room of classmates and teacher and their behaviors to another room with different behaviors to get acquainted with, from one set of people to be confronted with to another, hour by hour, in the so-called "education process." In such a setting it becomes easier to adversely influence anybody the student in view of his level of uncertainty about what to expect from his classmate neighbors. His anxiety is elevated. Certainly as one becomes lost in ever larger masses of people with hardly one in a particular setting that you know, a basic level of

and received during the named hello exchanges.

Time Allowed

Even allowing as much as a majority of the meeting time for named hello exchanges may be considered advisable, advantageous especially when establishing some kind of working group. Classroom attendance and preparation may be better, too. Allowing anything just a little more than enough time to carry this out on the first one or two meetings or classes will be efficient. Providing just some more than enough time will let the full effect of the "Howdy" procedure sink into the participants. It will get into them through their pores.

You can expect on the other end a return of a higher yield showing up in learning productivity -- anywhere from a 20% to 400% increase by different reporters. Check it out. Such has happened with department store employees and dollar sales. Such has happened with improved rate of a group learning a series of dance steps. A consequence is absenteeism is and tardiness is reduced.

It is appropriate to require the members to complete the task within a specified period such as the first ten minutes, after an initial few of these open-ended occasions with the procedure. This could be the case of a larger regular staff, faculty or an administrative division, a class in high school, i.e. groups that meet on a regular weekly basis for six weeks or more.

For those who are thinking percentage allocation of time - 15% to 20% of time devoted to the "Howdy Diagram" as the opening for a one to two hour meeting in the hands of a reasonably get-on-with group leader significantly increases the total productivity of the particular group.

Such was the case in the hands of twelve senior high school teachers when they had their at-school class members chart their exchanged named hellos with each other and it took place during the last ten weeks of a semester.

Attendance came up. Disciplinary referrals to the dean's office went down. Instructional programs went more

smoothly. The rate and amount of classroom teaching-learning increased.

How often have you sat in a meeting of twenty or thirty colleagues of a professional society gathering or in your union local and only knew 10% of the people by one of their names, either first or last, let alone 25% ?

Or maybe you had the same experience at your child's PTA, your own sorority, or Elk's Club, let alone visiting an out of town chapter of Soroptimist Club, Rotary Club, Farm Bureau Chapter, Medical Society, university academic groups; - searching for familiar faces let alone knowing some by name.

The Foundation

The "Hostess Committee" is a good example of how using the "Howdy Diagram" improves yield. Members of the committee were readying themselves for an upcoming Spring Conference of the Golden Gate Foundation for Group Treatment, Inc. They planned to have two meetings before the event. Most of the people were new to each other. 20 out of 35 came to the first meeting and 33

anxiety rises in any normal person, let alone a young person, a child. "Who is the (potential) friend?" "Who is there around you to call on if accosted, abused, bullied or otherwise frightened?"

Having ever larger numbers of (unknown) individuals to contend with every few years while at the same time being educated (learning?) is a distraction to

showed up for the second pre-conference instruction and orientation session.

During these two meetings the committee chairman made sure most of the time was spent with the prospective hostesses learning each other's names. The chairman's plan was to let them get acquainted, find each other's names, and also some pastimes, i.e. the first basis of a friendship. Their skills at the conference would be proportional to their awareness of each other's names and some knowledge of each other's individuality. It was also figured that the hostesses would go over their own points of uncertainty with each other later, and do it better as they recognized and knew

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each other by name at conference time. They were more likely to re-construct each other at that time anyhow, i.e. after the curtain had gone up. In other words they would re-teach each other and get each other's help, ask each other as long as they knew each other.

It was estimated that their pre-meeting combined facial awareness of each other was 35% to 40% and name awareness about 20% to 25%.

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Those who have used this exercise as the opener for their gatherings have found the business at hand gets done at a faster rate. Membership attendance picks up. There is a reduced amount of contention, jealousy, rivalry, jeering, hurt feelings, and vying among the people. The work of the leader was two to four times easier.

Schools

To date, most experiences with the "Howdy Diagram" have been in secondary school classroom settings. Those who participated in the

High School exchanged named hello exercise said that the earlier in the semester the "Howdy Diagram" was introduced the faster the classes became organized into a learning, educating group, i.e. a work group.

Teachers who have used this exercise were quite explicit with their students, saying in so many words "I am going to make a seating chart of the class now" then going down the rows of seats getting the first and last names of the students, checking the accuracy of their spelling of the names with the individual and at the same time giving each a named greeting, such as "Good morning John Mayne," pausing a brief interval for the student to return any audible responsive greeting. Then the teacher followed this with a brief description of how she kept track of who gave her back a named greeting "Hello Mrs. Lambert" or not. Next she told them to do the same thing for themselves.

After the usual "I don't have a pencil", "Can we get up?" and other not

unusuals a few probably will start yelling across the room, ostensibly to get a name or say "Hi Bob," and booming out "Hi there ! What's your name?" to see what kind of action will come back from the teachers and what kind of an audience can he draw from the class membership.

The first time a class of 20 to 30 exchanges named hellos it not unusually takes at least half the class period, sometimes even more, depending more than not on what the teacher can stand.

Other opening classroom tactics to this request are groans, grumbles or grunts, "do we have to?", a few sighs, a few "tsks." These gripes, however, will come to a stop shortly as the titters and expected uneasiness generated by the rebel camp fails to materialize in enough supply to keep that program going and because now each person in the classroom can become his own casting director for new names, faces, voices and shapes and movements to fill their people of importance

the learning process. The business of moving to another room setting, teacher, and another set of people hour after hour can be taxing, let alone disruptive as the sea of new (unknown) faces in direct contact with the person grows and grows, let alone be distracted by legalized in-house pornography ("sex education") and confrontations with situational values teachings at odds with the values about right and wrong taught at home.

Thus the desire grows in a student to find someone he can sit with, talk with, who seems to accept himself. The social predators and the "termite organizations" know about this. It makes it easier to "befriend" (con) an unsuspecting young person. So a student finds a "buddy." This buddy may already be in contact with one of the "just a little older peers" who knows the ropes better and seems more secure in his person.

The "termite" recruiting program includes fairly sophisticated psychological manipulations to attract the particular student into "looking at," "coming to one of our group meetings after school

scenarios as they go about carrying out the classroom assignment, sheet in hand, exchanging a named hello with each of the seat occupiers in the classroom.

In the one-to-one personal encounters, getting each other's name spelling, going on around the room, the pairs of those exchanging names and hellos become absorbed in each other, one pairing taking place, another pairing and another pairing. There are fewer and fewer eyes and ears for the buffoon, the clown, the classroom up-stager or brassiere busting coy cute-kid.

Each person finds a chance to move his own eyes, his own ears, tones, torso and which he pairs up with one classmate, then another, then another, ... ; this happening **under the supervision, protection, and mandate of being a class activity.** They are "required to" talk to every other person in the room to find out who their roommates, room neighbors are. "I had to talk to Earl O'Neal today Mom! The teacher made me do it. And he had to talk to me too! Ooohmm!"

The initial pseudo complaints very soon give way as the students see that the teacher means it. They have to do it -- have to do what they always wanted to do anyway. The classroom, by all known standards, becomes a NOISY CLASS as a show of pleasure appears on one face after another - fun and laughing, gladness and glowing - all showing in a classroom?

Some students will very soon pick out what looks like a golden opportunity to temporarily get out from under what they feel is the impending burden of class study and homework assignments.

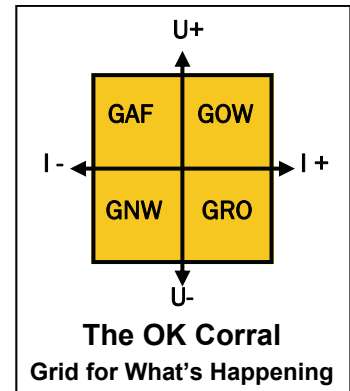
Many teachers will assign point value toward the student's grade when the exercise is completed within the specified amount of time (some days after the initial introductory exercise). Some teachers define the time allowed to the students from the very first, others begin to define the limits on the second or third day depending on their bent and on how they expect the class to respond.

Teachers who have adopted this in class procedure have to settle some things, at least in themselves. Most will have taken care of the administrative matters beforehand, i.e. clearance from the principal first or at least let someone in the department and in the next door classrooms know they are going to exchange named hellos ahead of time.

Again, it is important to state that in those cases where the teacher worked it out for himself ahead of time, and took care of whatever external factors there were to handle beforehand, go ahead with it, they are the ones who found the procedure both helpful to their teaching programs and professionally rewarding.

Those people who practiced the exchanged named hello exercise on a daily basis did so for at least the balance of the first three weeks of the semester within the limits they set for themselves and as described above, at the beginning of each class period.

By the opening of the second week most students will have come to limit the time allotted to



at a friend's house," whether led by a "friend" or someone slightly older whom he has already met. Once "hooked," the particular student can be led through a series of steps including studying peers and dishing out peer pressure. He will learn how to be "cool" under peer pressure. He will be taught some simple measures for dealing with, countering the rules of one or both his parents, "to get them off your back," if that's the initial complaint of a recruit.

The "termite" goal is to ultimately produce an entity whose personal values, personal ethics, principles and standards will no longer be operative; to produce an entity who can carry out actions contrary to those values and home teachings he had before, when he used to become embarrassed, feel ashamed, felt bad, guilty or having some other internally

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the first 10 to 15 minutes, including getting the seating diagram charts handed in to the teacher when points for them are part of the exercise.

Although many of the citations referred to here are of classroom situations, this diagram and theory can be applied to many other kinds of social encounters described earlier.

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Carl, collected names of people and their locations. One week after he started a new job he said: "I started writing the names of people I met right off. I wasn't sure I'd remember the bosses name if the name plate came off his door."

A year later Carl was still there - same department. He had mapped the entire wing where he works: hallways, office rooms and restrooms, room numbers and more. He developed an interchangeable type display system on his maps for changing the names of personnel as individuals would move in and out of a particular office or as the title of the person in the room might change. For example: Enos

Enoch had a change of job title from Deputy Chief of Coordinated Fiscal Programming Extended Policy Division. Carl drew maps of three floors, 6 colors - and he liked his work where he was affectionately known as "Father Carl, Keeper of Our Space."

Athletic Teams

On baseball teams there are members who keep up the spirit and morale of the team - "the holler man" - calling out names of fellow players, cheering them on, rooting for their teammates from the dugout or on the field.

Meeting Opening

Opening meetings with the "Howdy Diagram" procedure allows for and serves to highlight and accentuate the natural progression of social events. People meeting again after a period of being apart go through the ritual of greeting (the exchange of you are O.K.'s stroking) and then most usually next a bit of pastime with each other for an interval (socially also called shooting the breeze, chit chat, b.s.'ing, gossip and the

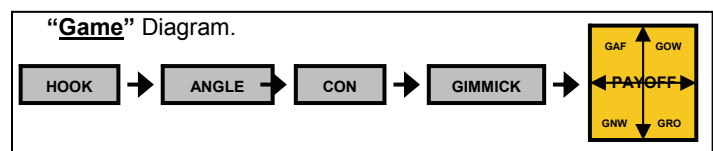
like) before proceeding to the purpose of the gathering, the formal activity at hand, be it building a boat, approving the agenda for the evening, or learning history.

The "Howdy" procedure helps to formalize the orderly movement of social time structuring in the case of activity (working group) events as the people come from a state of being apart from each other, going through greeting each other (greeting ritual), then to "shooting the breeze" (pastiming), as it were, in order to (get a) warm up (from each other) for the job at hand, and whether by design or not, to then settle down to the activity itself, the de facto reason for the gathering. This is to define that there is an orderly sequence of events as people come together into physical or mental proximity to carry out an expected activity.

Giving named recognition in the initial greeting ritual has the effect of intensifying, by perhaps

tenfold, the O.K.ayness value of the "hello" strokes exchanged. The way to most readily get going for get-on-with purposes, whether for social or activity purposes is by going through the steps listed above, i.e. (1) from being apart from each other to **the** coming together, (2) the greeting ritual, (3) a pastime, then (4) either the activity on the formal agenda, or (5) at a party, to go to socialize for the pleasure and purpose of the occasion itself, and for some of their games (people play). In the latter instance the sequence of ritual to pastime ("shoot the breeze") before the pleasure itself, this is the most secure bridge to potential pleasure with someone.

It may be that in not allowing some time for the above orderly sequence as of coming together, from being apart to ritual to pastime before convening on the agenda, we may be able to partially account for certain disruptive activi-



ties in group meetings - the outbreak of games of "ya but" with the teacher, a fight in the far corner of the geometry classroom.

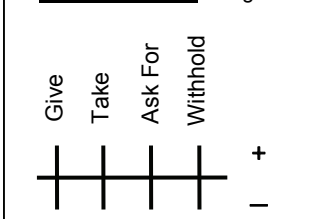
The act of writing down the names of those you see activates your thinking. It brings out and strengthens your here and now self, your **Adult**.

It gives you a chance to keep your own reasoning and your enthusiasm. Your enthusiasm, morale will be stimulated and build up with all the returning positive strokes, the "you are O.K." strokes coming in to you as a result of exchanging named hellos. We can almost categorically guarantee this.

The "Stroking Profile" and diagram shows this to be true, even if a person has a very low "Take" on his "Stroking Profile"; that is, a person who doesn't let people give him OKs. This will be described in the future.

Someone likened getting 25 "Hi Nancy's",

"Stroking Profile" diagram.

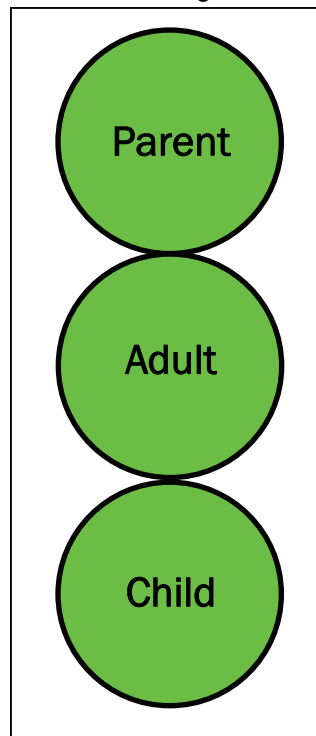


most of them with a smile, to going to a cocktail party without the drinks. Twenty-five big "you are O.K.'s" coming in to you in a short period of time is going to lift the mood of your Child. The simultaneous writing down of the names of the people who say hello to you and who you call, give a named hello will have the effect of strengthening your here-and-now form of thinking and feeling (**Adult**). Your **Adult** will be better able to determine what is the best-for-now form of behavior without particularly dampening the warmth of the occasion as you are receiving your own named hellos.

Noting, recording, handwriting, spelling, connecting the phonetic equivalent alphabetic symbols into written words (names) - this is an activity of the information organizing, of the data processing part of our minds, the **Adult**, recording "the best solution" for now onto paper. This writing portion of the "Howdy" procedure therefore plays a major part in activating the **Adult** self in a person who is exchanging named hellos, as his

level headed self, non-bemused, non-beguiling quality of self participates. It is the part of our thinking, feeling and behaving that recognizes there are about 30,000,000 seconds in a year, twenty-six characters in the (English) phonetic equivalent alphabet, and 10 digit symbols (0-9) in the world wide used (ranked) decimal system of counting.

The act of giving named hellos AND writing the names of those present at most social gathering with all of its positive, mutual goodwill for each person gathered there, has a better than even chance of stimulating the thinking form of experiences and thoughtful be-



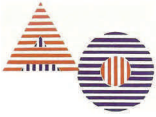
painful experience as a result of carrying out the suggested assignment of a "controller" leader.

The second set of advantages of becoming a termite are described as "feeling like you are getting to be an insider."

To be continued

havior, a social environment, a psychological umbrella (protection) under which those present can flower with their creative, productive potentials, AND being with each other member of the group.

By correctly spelling and pronouncing names of your neighbor you are recognizing their individuality, their uniqueness, their identity. If you are also uncertain about the correct spelling of the other persons' name and how he pronounces it, the "Howdy" procedure will assist in keeping your own thoughtful self in the scene. Then, too, finding the way each person spells and pronounces his name will favorably enhance their perception of you, too. A person's name is important to him, it's



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

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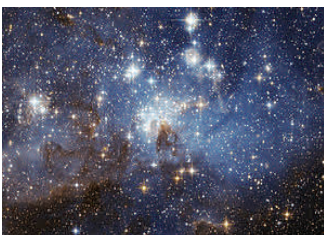
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"Reach for the stars."

pronunciation and it's spelling, regardless of what members of some personality cult say, that "names are not important to us here."

Other people have likened this "Howdy Diagram" event variously as the ideal combination for creativeness, for the get-on-with frame of mind, for maximal learning. "Opens the pores of your psyche to now." Individual pairs who exchange names have a high potential for individualization to the other person: the name given plus whatever intonations, inflections, nuances that occur between the pair as they exchange with each other.

These opportunities to receive the multitude of free, unconditional OK's from fellow group members can provide the main

bonding agent for an effective, efficient organized working group. The group, with it's leader, becomes self organized from within the social matrix of the group by using these steps. The members, with their resultant increased regard for each other (OKayness from and to each other) can be expected to have a quality regard for their leader. It was this same leader who provided them with this chance for this mutual and quality experience.

The leader will be recognized as the one who made possible the space, time and people opportunity for this quality feeling

toward each other in a **protected** situation.

You know, many is the person who lacks the internal sense of OKayness about finding out on his own the other person's name, let alone OK about talking to a new acquaintance, let alone telling Mr. New, he is an O.K. person, let alone let the other person tell him back, he too, is an OK person. The unconditional OKaying coming to each by placing this exercise at the front of the meeting becomes the glue of the group's cohesion. And the protection for doing this comes from the leader who authorizes it by "requiring it."

to be continued

