

Game Codes Newsletter of Games People Play

 Addresso'Set Publications

Special points of interest:

- * Descriptively, a game is a recurring set of transactions, often repetitious, superficially plausible, with a concealed motivation: or, more colloquially, a series of moves with a snare, or "gimmick."

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A Game is a game, is a game, is a game.

All people play games. Yes, we play (ed) baseball, football, soccer and kick ball. And we played chess, checkers and tick-tack-toe. And yes, the "the big guys" play(ed) Seen the movie "War Games" lately? We play(ed) hide and seek, cops and robbers, cowboys and Indians, good-guy bad-guy. We played monopoly board games, canasta card games, and even the "grown-up" card game of Bridge when we got to be "grownups." Some have even played poker. — We play(ed) for the fun.

With a vague awareness people have learned how to play other games. For example the games of "Keep Away," "Lets Pull a Fast One On Joey," "Why Is This Always Happening To Me," "Now I Got You, You SOB." Some other

games are "Kick Me," "Look How Hard I'm Trying," "Wooden Leg," and "Rickshaw," "Corner," "If It Weren't For Them," "If It Weren't For You," "See What You Made Me Do," "See What You've Done Now," "Cool It," and many, many more. FH Ernst Jr., M.D. and Eric Berne, M.D. have written about games extensively.

Playing games is a way of filling time, a way of structuring time. You may think it is not constructive. Playing games gives zest to life.

International game playing has become a roller coaster ride. World Wars, "free trade," international banking and finance, government policy of manipulation. And the statisticians and analysts trying to catch up with all the data. (Privacy?)

Games are played to a Payoff

Payoff, Denouement, the Moment of Truth.

A Get-On-With (I'm OK AND You are OK) (We Are OK and You Are OK)(mutual).

A Get-Away-From (I'm not OK AND You Are OK) (We are not OK AND You are OK).

A Get-Rid-Of (I am OK and You are not OK) (We are OK and You are not OK).

A Get-Nowhere-With (I am not OK AND You are not OK) (We are not OK and You are not OK) (Put "it" on hold).

"In the fifth move, the PAYOFF of the game, the Child has captured and taken over possession of the "real

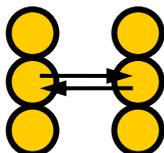


"A Game (People Play) is an ongoing series of complimentary ulterior transactions progressing to a well-defined, predictable outcome. ..."

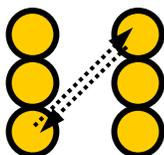
Self" life energy system of the person. This is why the Payoff is sometimes called "the moment of truth." The hitherto hidden, underlying forces and motivations at work are unmasked and seen to have been emanating from the Child."

Games are made of transactions among people.

There are **social level (explicit) transactions** with a stimulus and response as shown in the diagram here with solid arrows.

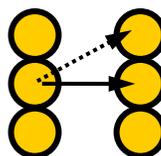


There are **psychological level transactions** with a stimulus and response as shown in the diagram here with dashed arrows.

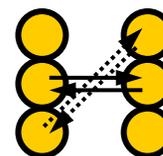


Then there are **ulterior transactions** which are made of combining social level and psychological level transactions. There are two types.

Angular (ulterior) transactions originate from one ego-state. The solid arrow shows the social level and the dashed arrow shows the psychological level.



Duplex (ulterior) transactions originate from two ego-states. They are made up of a social level transaction (solid arrows) and psychological level transaction (dashed arrows).



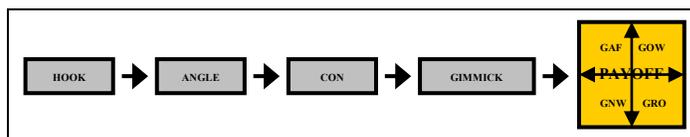
“The strokes a person exchanges during his / her encounters with others (encounter by encounter) have consequences.”

The five moves of the game “Cool It”

In the game of “Cool It” there are five distinct moves. Each one of these can and are repeated, recycled as the players play them. Move #1 - A warm up (of self to others) ” Move #2 - A cool off (of self to others).” Move #3 - A re-warming (of the other person). Move #4 - “Cool It.” Move #5 - Payoff.

This player may indicate the moves verbally and or with body language. See The Game Diagram by FH Ernst Jr.

The game moves are shown in this diagram.



The Encounterer Vol.1, No.7

The following is taken from Vol.1, No.7 of The Encounterer, edited by FH Ernst Jr., M.D.

“One of the purposes of the Foundation for Group Treatment is to foster the growth and development of scientific knowledge about the psychological treatment process (scientific here means measurement, tabulating), for increased precision in carrying out treatment. The thought is that information about people-treatment is more universally teachable and therapeutically useable when conveyed in

terms of inches, grams, minutes, calories, degrees of angle, cycles per second, etc.

EXAMPLES:

1. A treatment oriented inquiry to the Jealous Suitor: “How many times did she let the phone ring before answering?”
2. A tone approximating what is called “sarcastic” can be produced while talking by moving the lower jaw forward about 1/8” without otherwise changing the pitch or timber of the voice.
3. A “whining voice” can be produced

while talking by arching up the back 1/3 of the tongue 1/8” toward the soft palate (just behind the hard palate). Attentiveness to numerical data is less picturesque, less poignant, less drama-laden and perhaps less semantically rich. The group treatment professional who does use measurement terminology can more reliably secure beneficial treatment results and can more realistically term his work as being in one of the social behavioral sciences. The so-called “social sciences” have often been aptly criticized for lack of scientificism. Anyone who

has had acquaintanceship with (undergraduate) college level political science courses will recognize the euphemistic use of the noun "science" in this context; on the other hand, this noun is euphonious with the adjective "political."

Rx for GET-WELL: I don't-know-what-to-say: "Talk to me." Formulation: Talking to somebody is the opposite of know-

ing-what-to-say; K-W-T-S comes from the approved-sayings list of topics. This approved-sayings topic list is recited from, in order to secure the (dis)pleasure, indifference or approval of the person to whom the recitation is being made. Training in these approved sayings is often from a head-wagging, nurturing Parent who withdraws not only the nurturing wig-wag

(approval) nod, but all signs of recognition if a non-approved saying is brought into the talk: to then, even become motionless until a topic from the approved-sayings list again makes appearance. Knowing-what-to-say is the opposite of talking to somebody. Talking is for the listening to it. Talking is for the physical, visible moving it produces in the listener.

continuation of "Why Don't You ... Yes But" illustrated by Eric Berne

Continued from Games Codes Newsletter Vol.1.No.2 and pg 120 of Games People Play by Eric Berne, M.D. Anecdotes in blue by FH Ernst Jr., M.D.

"Antithesis. It is (seldom) evident that those who respond to White's first move (of YDYB), the presentation of her "problem", are playing a form of **"I'm Only Trying To Help You"** (ITHY). In fact YDYB (*Why Don't You ... Yes But*) is the inverse of ITHY. In ITHY (* #2) there is one therapist and many clients; in YDYB one client and many "therapists." (* #1)

* #1 — YDYB is the classic "throw up." If the therapist thinks he's got something nailed down with the patient, that since patient's "Yes buts" did not occur this time, that therefore a good piece of therapeutic work has been done, he has been duped. An alternative game played by some YDYB player is "Gee Your Wonderful Professor (or Mr Murgatroyd)." Next time around, all the work "done" has been undone. It's as if all of the work done was perceived by patient's Child as something (medicine) crammed down his throat. AND whatever is crammed down his throat must be re-emitted. Yet the same anti-suggestion people are also among the most gullible. This supports other observations of Child's

opposite wish for the chance to completely submit. They are defiant of Parental suggestions. These are challenges.

* #2 — Most of the time in my own writing on games my acronym is IOTHY. Thus ITHY and IOTHY are acronyms for the same game, representing the conventions of two different authors.)

"The clinical antithesis to YDYB, therefore, is not to play ITHY. If the opening is of the form: "What do you do if..." (WYDI), a suggested response is: "That IS a difficult problem. What ARE you going to do about it?" If it is of the form: "X didn't work out properly," the response then should be "That IS too bad." Both of these are polite enough to leave White at a loss, or at least to elicit a crossed transaction, so that his frustration becomes manifest and can be explored. (* #3) In a therapy group it is good practice for susceptible patients to refrain from playing ITHY when invited. Then not only, White, but the other members as well can learn from anti-YDYB, which is merely the other side of anti-ITHY.

In a social situation, if the game is friendly and harmless, there is no reason not to participate. If it is an

attempt to exploit professional knowledge, an antithetical move may be required; but in such situations this arouses resentment because of the exposure of White's Child. The best policy under those circumstance is to flee from the opening move and look for a stimulating game of first-degree **"Rapo."**

Relatives. **"Why Don't You---Yes But"** must be distinguished from its obverse, **Why Did You---No But"** (YDNB), in which it is the Parent who wins and the defensive Child who eventually retires in confusion, although again the bare transcript may sound factual, rational and Adult to Adult. YDNB is closely related to **"Furthermore."**

The reverse of YDYB at first resembles **"Peasant."** Here White seduces the therapist into giving her suggestions which she immediately accepts, rather than rejects. (* #4) Only after he is deeply involved does he perceive that White is turning on him. What looked like **"Peasant"** ends up as a game of intellectual **"Rapo."** (* #5) The classical version of this is the switch from positive to negative transference in the course of orthodox psychoanalysis.

"... child rearing may be regarded as an educational process in which the child is taught what games to play and how to play them. He is also taught procedures, rituals and pastimes appropriate to his position in the local social situation, but these are less significant. His knowledge of and skill in procedures, rituals and pastimes determine what opportunities will be available to him, other things being equal; but his games determine the use he will make of those opportunities, and the outcome of situations for which he is eligible. As elements of his script, or unconscious life-plan, his favored games also determine his ultimate destiny (again with other things being equal): the payoffs on his marriage and career, circumstance surrounding his death." pg. 58 GPP



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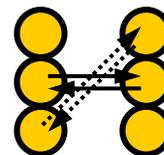
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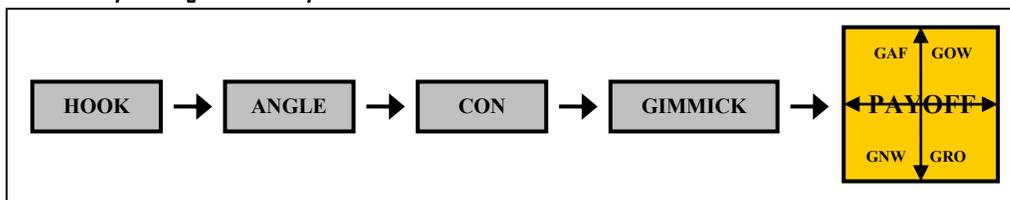
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A game is defined as a recurring set of transactions with ulterior transactions, concealed motivation, a gimmick, and a payoff. Eric Berne, M.D. used a particular variation of the duplex transactional diagram to represent the ulterior aspects of a game. Berne added the concept of switch in 1966 and introduced "The Game Formula." $Con + Gimmick = Response > Switch > Payoff$



The "Ernst Game Diagram" as described by Franklin H. Ernst Jr., M.D. in his paper "The Game Diagram" shows the phenomena of the variableness of a game and number of variations without contradicting "Berne's Game Formula." The Game Diagram" has five moves: Move #1-Hook, Move #2-Angle, Move #3-Con, Move #4-Gimmick, Move #5-Payoff. Diagrammatically it looks like this:



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"Mastery of the universe is proportional to the symbols man has by which to represent his universe."

"Why Don't You ... Yes But" illustrated by Eric Berne continued

YDYB may also be played in a second-degree hard form as "Do Me Something." The patient refuses to do the housework, for example, and there is a game YDYB every evening when the husband returns home. But no matter what he says, she sullenly refuses to change her ways. In some cases the sullenness may be malignant and require careful psychiatric evaluation. The game aspect must be considered as well, however, since it raises the question of why the husband selected such a spouse, and how he contributes to maintaining the situation.

* #3 - The stimulation of "frustration" in the patient, as a procedure is to get at the more underlying conflict, confusion.

* #4 - With the later "throw up?"

* #5 - Here if it is "Rapo", as a third-degree "Cool It..." game, there will be the serial and recycling of the moves - 1) Warm-up self, 2) Cool off of self, 3) Warm other person and 4) gimmick of "Cool.It...(if you can)."

Thesis: See if you can present a solution I can't find fault with.

Aim: Reassurance.

Roles: Helpless person, Advisers.

Dynamics: Surrender conflict (oral).

Examples:

(1) Yes, but I can't do my homework now because...

(2) Helpless wife.

Social Paradigm: Adult-Adult.

Adult: "What do you do if..."

Adult: "Why don't you..."

Adult: "Yes, but..."

Psychological Paradigm: Parent-Child.

Parent: "I can make you grateful for

my help."

Child: "Go ahead and try."

Moves:

(1) Problem-Solution.

(2) Objection-Solution.

(3) Objection-Disconcertion.

Advantages: (1) Internal Psychological--reassurance. (2) External Psychological--avoids surrender.

(3) Internal Social YDYB, Parental role.

(4) External Social--YDYB, Child role.

(5) Biological--rational discussion.

(* #6)

(6) Existential--Everybody wants to dominate me.

* #6-- Decently skilled "Yes, but's are among the most delightful conversationalists, keeping words, strokes coming and going for "hours."

See also the game of "Peasant" in Games People Play.

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