

SOCIAL TOOLS NEWSLETTER

APRIL 29, 2013

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS DECISION DIAGRAM - TRILOG

Decision Diagram - The TRILOG Diagram

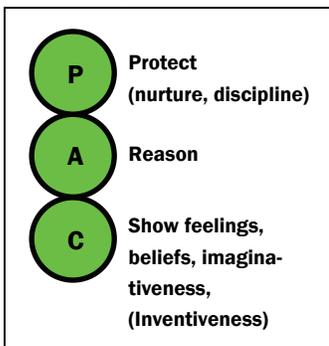
Any decision is arrived at after consideration of it, by two different points of view inside the person. These two viewpoints can come from within the person himself or after discussion with another person. A decision can take a split second, hours or days for a person to arrive at.

Decisions come in three varieties:

- 1) A compromise,
- 2) an alternative, or
- 3) a judgment.

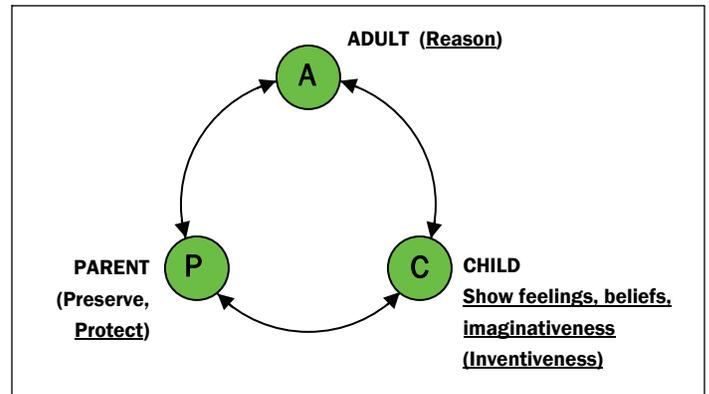
Being able to recognize which one of the three kinds you made at a decisive moment could be handy.

In the early 1970s Art Rissman discovered that by circling (instead of stacking) the PAC circles certain information about people behavior



became more readily understandable. This circling of PAC enabled a better representation of the well known fact that people do talk things over with themselves, as well as with other people.

The particular biological Child's own internal Parent is established as an internalized matrix of "teachings", the beginnings of his own set of later protective Parent behaviors, for the grown-up life of the person.



Further, Rissman decided to generalize "nurturing" and "disciplining" of the Parent as being two different aspects of the same general Parental function. The function of the Parent is that of protecting and preserving, especially a Child. First is the immediate protection afforded by the biologic Parents to the Child in his earliest years. Beyond this, as is well established in behavioral science (E. Berne), the Parent circle of the young person is developing approximately along with learning to talk, walk and control of bowels/bladder.

While that grown-up protecting Parent (with his personal values, personal ethics and personal principles, capacity for authentic empathy and grown-up compassion) is primarily for the Child in himself, the Child in another, eg spouse or his own biological offspring, nevertheless, protecting is protecting. This idea could be extended to possessions, ideals: such as country, the US Constitution, protecting a personal belief.

SOCIAL TOOLS DECISION DIAGRAM - TRILOG

By naming the natural Child function as Inventive, Imaginative, and by generalizing the "functions" to include with the previously listed functions of the adapted Child, compliant (beliefs) and rebel, defiant (adapted emotional expressions) there was a more complete identification of the Child functions ("jobs") of both the natural and the adapted Child. In a manner of speaking the adaptations of the adapted Child can be considered as imaginatively invented.

Rissman found that individuals have certain conversational preferences and certain conversational avoidances. These could be classified and representatively diagrammed as occurring in one or the other of the semi-circles ("loops") of the now circled P-A-C diagram.



The **P ↔ A** conversational loop is named the **judgment loop**.

The **P ↔ C** loop is named the **compromise loop**.

The **A ↔ C** loop is named the **alternatives loop**.

A conversational loop are those originating inside the particular person making a decision, and those originat-

ing from verbal transactions between another person and the one making a decision.

Shortly after these discoveries, one of Rissman's students discovered that these "loops" were also the basis of how an individual makes up his mind, the basis of both daily and the longer term decisions in life. There was no need to change the assigned names of the loops.

Decisions are of three classes: Alternatives, Compromises, Judgments.

An **Alternative decision** comes after several alternatives have been considered by the reasoning (**Adult**) and together with his (the) inventive feeling (**Child**) – such as "making a wish list in a brainstorming session" about what is to be done. Then selecting one from the list which best suits the purpose at hand.

A **Compromise decision** is made after protective (**Parent**) input and inventive-feeling (**Child**) input.

A **Judgment decision** is made from a combination of protective (**Parent**) and reasoning (**Adult**) considerations.

Again these are the same **Parent (P)**, **Adult (A)**, and **Child (C)** shown in the stacked circles, PAC diagram.

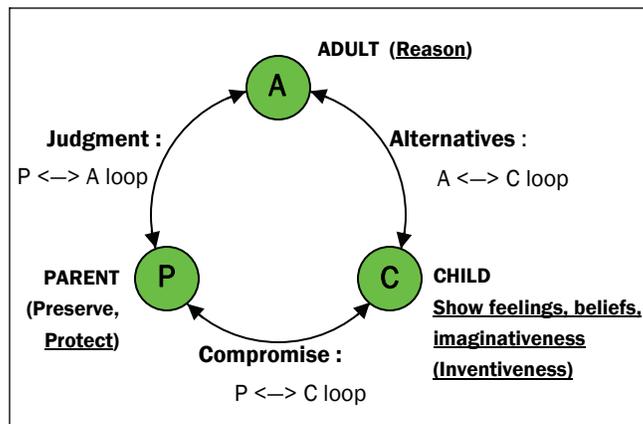
SOCIAL TOOLS are the (social) equipment we use in our dealings with others to influence what happens to ourselves in the events of our lives. The result of how we use our social tools is much influenced by the decisions we make ahead of time, and at the time of events of life as they go by. These daily decisions are often influenced, if not based on earlier decisions and conversations with others.

To repeat, individuals do have conversational dialogs both with others and internal conversational dialogs (within themselves). Both are influential, if not decisive on the

decisions which one makes. These (transactional) dialogs, whether with another or inside ones-self, are of three classes:

Adult ↔ Child,
Parent ↔ Child, and
Adult ↔ Parent.

The only "real" Parent inside most dedicated "termites is a childhood-based relic, eg with a screaming style of scolding (criticizing) instead of firm remonstrations (discipline) with their own biological children, and/or aloofness and distancing, and/or problems with authentic nurturing. This defective Parent can be expected to be lacking in authentic empathy and compassion.



This next diagram is a synopsis of both kinds of dialogs, both those with others and those within oneself. This diagram shows that a decision is based on two different points of view, For example the decision (struggle?) to get up in the morning comes from at least two of the three:

- 1) "IT'S TIME!" (**Parent** sounding off inside of self),
- 2) the clock tells that the time has arrived (**Adult** information), and/or
- 3) "Do I have to already? I better do it now, so I'm not late and catch it!" (**Child**).

The diagram at the right is a synopsis of the qualities of thinking, feeling, and behaving involved in the three kinds of decision:

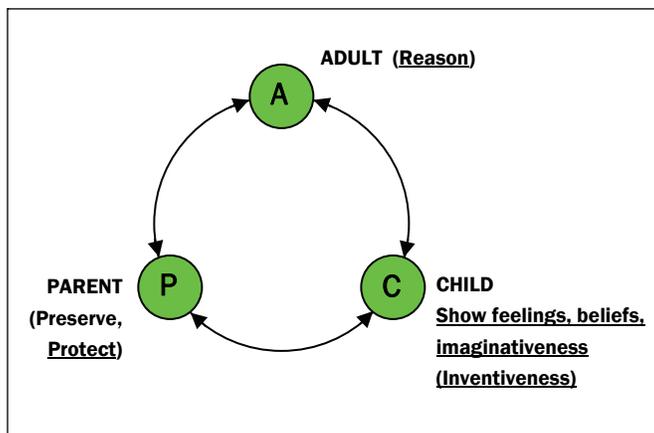
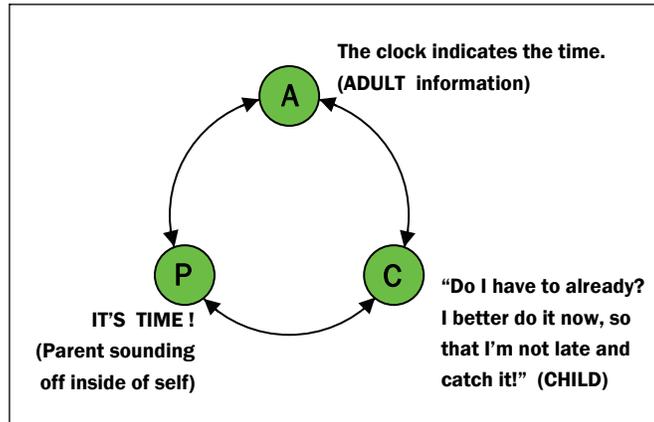
Alternatives,
Compromises,
Judgments.

Specifications for the Classes of Decisions

Compromise Decision

The word "compromise" comes from the Latin verb "compromittere" - to make a mutual promise, to abide by the decision of an arbiter.

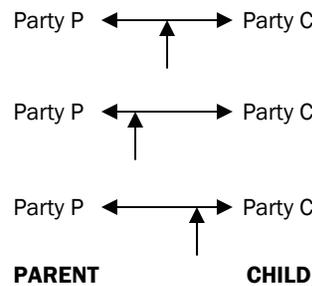
Compromise as a noun is defined as "a settlement in which **each side gives up demands, makes concessions,** 2) an **adjustment of opposing principles, systems** in which each party gives up some, 3) something **midway between different things,** 4) **a laying open to**



danger, suspicion or dispute." As a verb compromise is defined as "1) to settle between parties by concessions, 2) to endanger the interests of, and 3) to surrender or give up one's interests or principles." (Webster's New World Dictionary of the American Language, College Edition, 1966).

Graphically the word "compromise" can be represented by a line separating the viewpoints of two parties and a mark on it somewhere between the two ends to represent how much of the difference each one gives up to achieve agreement between them. Another term for a compromise decision is

striking a balance and the following diagram show some different balance points that can be struck in a compromise decision.



Whether it is a compromise decision about letting the son take the car out for the evening or not and how long; or about a daughter who wants to go to a dance and "needs" a new dress; or agreeing on a salary increase for the National Football League official;

or agreeing on a price for buying the Time-Warner Corporation, or capitulating to circumstances requiring a man to lie to his wife; there will be some (internal and/or external) negotiations about the consequences (conditions) then a decision. In simplified terminology, at home the Parent will be the one with the money, power, possessions, and/or authority and the Child will be found to be the one pleading, pushing, demanding, nagging, talking about running away, accusing the Parent of for example being "too strict", calling for an arbiter to intervene.

A compromise decision involves considering on one side an emotional want, such as money, being popular, or revenge; **and** on the other side protecting something such as a possession, personal welfare and safety, or reputation.

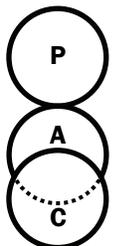
A compromise decision combines input from both a **Parent** (like party) and a **Child** (like party).

A criminal act is the result of a compromise decision.

For some "using the credit card another time this month" is a compromise decision.

(Most criminal acts and some credit card usage are also acts of "self-rekidding.")

[There is a difference between being "compromised" and making a compromise.]





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

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"Reach for the stars."

Alternatives Decisions

An **alternative** decision is arrived at after considering a variety of possibilities for achieving an objective without regard to the consequences (inventive Child) and then reasoning (Adult) about them to whittle them down to the "best" one. Typically this method is called "brainstorming," then "deciding." An alternative decision comes from input by both an **Adult** (like party) and a **Child** (like party).

Judgment Decisions

The third class of decisions is the (personal) **judgment** decision. It involves considerations of reasoning combined with considerations of preserving and protecting self or other living beings or a non-living entity. Other living beings include family members. A non-living entity might include "the law", the Constitution, the integrity of a local

water system or the church. A judgment decision combines both **Adult** (like self) and **Parent** (like like) considerations. The personal ethics and personal values of the (personal) **Parent** are used in making a personal judgment.

Examples include: to postpone the family annual vacation, to decide on a new job or not, to get the "shots" for the children, to make an appointment to see the dentist.

Decisions and the Third Degree Situational Personality (TERMITE)

The diagram of the situational personality shows how the termite is a handicapped person. In the absence a competent Parent of his own, he/she is behaviorally limited solely to the use of decisions by the alternative route, including the recently memorized alternatives given to him in one of his rap groups or controller sessions. It should not be forgotten that the compliant Childself in a person can

become an excellent memorizer. And the combination of Child and Adult in a person can also become an excellent actor.

The handicap of not having any reliable internal personal Parent inside their heads may be one of the reasons such (radical, socialist) magazines as "PARENTING" sell so many copies. The only "real" Parent inside most dedicated termites is a childhood-based relic, eg with a screaming style of scolding (criticizing) instead of firm remonstrations (discipline) with their own biological children, and/or aloofness and distancing, and/or problems with authentic nurturing. This defective Parent can be expected to be lacking in authentic empathy and compassion.



Therefore, the diagram for behaviors of the situational personality (the termite) in terms of capacity for decisions looks like the following.

