Interpersonal Relations

PART 2

**Patterns
of
Interpersonal Behavior**

Robert D. Cecil

R. D. Cecil and Company
Human Resources Development

INTERPERSONAL RELATIONS

PART II: **Patterns of Interpersonal Behavior**

PART II

Patterns of Interpersonal Behavior

This part is divided into three sections, each of which deals with a different set of complex interpersonal behavior patterns.

Section 1 covers the major phases through which relationships can pass or evolve: initial contact (initiation/approach); formation or development; and maintenance. In discussing these phases, we also cover the following: (a) various sets of motives for approaching and initiating interaction with other people; (b) (levels of) personal traits that are functional and dysfunctional for developing and maintaining relationships; and (c) the dynamics or "mechanics" of relationships' initiation, formation or development, and maintenance.

Section 2 deals with interpersonal orientations or styles. Here, using a model we call "The Interpersonal Target^{TM},"

we describe and explain thirteen distinctive styles in terms of (levels of) underlying personal characteristics. We also describe, explain, and discuss them in terms of associated or underlying ego states, interpersonal dimensions, and behavioral tendencies involving the initiation, formation/ development, and maintenance of relationships. [Since Table A in Part I (pages 4 through 7) contains definitions of all the traits on The Interpersonal Target^{TM}, you might want to remove it now and insert it in Section 2 for ready reference.]

Section 3 describes and discusses basic behavior patterns in social groups. It deals with such topics as (a) groups' norms and sanctions, (b) individuals' roles in groups, and (c) how groups deal with internal conflicts.

SECTION 1

Initiation, Development, and Maintenance of Interpersonal Relationships

An interpersonal relationship can be defined as a short- to long-term pattern of interactions between individuals. As we will see, the natures of people's relationships differ, largely because their motives for forming relationships differ, their levels of interpersonal skills and attitudinal traits differ, and the circumstances surrounding their relationships differ.

We begin this section by defining and discussing three basic phases involved in most interpersonal relationships: (1) the initial interaction or approach phase; (2) the relationship formation or development phase; and (3) the relationship maintenance phase. Next we briefly discuss environmental influences on these phases. Then we explain the ways in which individuals' personal characteristics affect their behavior during each of the three phases. Finally, we describe the dynamics of relationship initiation, development, and maintenance in terms of the natures of the interactions or transactions involved.

Phases of Interpersonal Relationships

Although many if not most relationships pass through the following phases as they evolve, there are still many that do not. Some of these never get beyond the initial interaction stage. Some never fully form or develop. And some, even though they do become more fully formed or developed, are not maintained over time.

The Initial Interaction or Approach Phase

Individuals make first contact and have initial interactions for these and other possible reasons:

First, initial interactions can result from involuntary physical contact. For example, when one individual inadvertently bumps into or touches another, the initial, physical "interaction" can result in verbal transactions such as "Please excuse me" and "That's OK." These initial transactions can "open the door" to further conversational transactions.

Second, some initial contacts occur when, for social, recreational, business, or other reasons, one person sends a note or letter to a person with whom he or she has not previously interacted. The initial contact (interaction) can "open the door" for subsequent interactions (e.g., more notes and perhaps a face-to-face meeting).

Third, individuals' new roles or jobs usually require them to have initial contact and interactions with others.

Fourth, one person can be motivated for various reasons to approach another person and voluntarily initiate interaction. The classic example is that of a man approaching a woman in order to meet and talk to her.

Fifth, two individuals can both be motivated to approach the other voluntarily. For example, many initial interactions between men and women involve non-verbal interactions from a distance—such as their eyes meeting and their exchanging smiles. These initial non-verbal interactions, in turn, quite often prompt each to approach the other and to exchange spoken verbal transactions such as "hello" or "how are you."

In this section we will primarily be discussing initial and subsequent interactions occuring under circumstances that enable each party to communicate with the other in both verbal and nonverbal ways.

Again, although these and other types of initial interactions are constantly taking place, relationships do not always develop. Whether or not they do depends on the environmental factors and the personal traits we will be discussing shortly.

The Relationship Formation or Development Phase

One of two basic types of relationships can form or develop during this phase: (a) acquaintances; and (b) close relationships.

We associate the word "form" with acquaintances. To us, acquaintnces are relatively superficial and distant relationships that simply form without any real effort on either person's part. On the other hand, we associate the word "develop" with close relationships. To us, close relationships are deeper and more intimate relationships that "develop" as both persons develop increasing trust and intimacy and put forth some effort to become closer.

Of course, relationships that begin as superficial acquaintances can develop, become closer, deepen, and mature; but they can also remain superficial acquaintances.

A relationship's nature, which largely depends upon the extent of its development, is influenced by two major sets of factors: (a) the (environmental) circumstances surrounding the relationship; and (b) the characteristics of individuals involved.

The Relationship Maintenance Phase

Once relationships have formed or developed, they are either maintained or not. Those that are not maintained deteriorate, often lapsing into less close and intimate acquaintances. Some even deteriorate into unfriendly "relationships."

As one might expect, maintaining close relationships is more difficult than maintaining acquaintances. Maintaining close relationships requires higher motivation, more effort, and greater skill.

It must be pointed out that the development and maintenance phases do not necessarily stop and start at some easily determined point. Actually, they should overlap. On one hand, *each level of a developing relationship must be maintained by both individuals if their relationship is to develop further*. On the other hand, *both individuals must continually work at developing their relationship if they are to maintain it successfully*.

Here, too, many environmental factors and personal traits influence (a) whether or not a relationship will be maintained, (b) at what level it will be maintained (superficial or close), and (c) how well it will be maintained.

Environmental Influences on Relationships' Initiation, Development, and Maintenance

While needs/drives, values, attitudes, personality traits, and interpersonal skills all influence interpersonal relationships, it must be acknowledged that environmental factors and circumstances can exert significant influences on the initiation, development, and maintenance of relationships. Therefore, before discussing how personal characteristics tend to influence relationships, we should briefly discuss certain environmental influences.

Interdependence of Roles or Jobs

Wherever roles, responsibilities, or jobs are interdependent and people must interact in order for each to fulfill their own responsibilities and/or needs, interpersonal contacts of some sort are inevitable if not immediately necessary. Such interdependencies exist between husbands and wives, parents and children, brothers and sisters, and family relatives. In their cases, the behavior of one affects the need fulfillment, feelings, attitudes, and behavior of the other(s). In organizations, such interdependencies also exist between bosses and subordinates, colleagues at the same level, and co-workers. In their cases, the informational, material, or service outputs of one are inputs to, and affect the performance of, the other(s).

Interdependencies are important factors because, by bringing about interpersonal contacts, they provide opportunities for interpersonal interactions. Without having opportunities to interact, many if not most people would have greater difficulty forming acquaintances and developing friendships, functional working relationships, group relationships, and close personal relationships.

Let us relate what we have just said to our earlier discussion about "involuntary" and "voluntary" initial contacts. When the interdependence of roles or jobs brings about initial contacts between individuals, those initial contacts are essentially "involuntary." On the other hand, when people approach each other in situations where it is not obligatory or even beneficial to interact, their initial contacts are unquestionably "voluntary." Indeed, the word "approach" connotes voluntary rather than involuntary action.

Physical Proximity

When people perform their roles or responsibilities in close proximity to each other (because of work space layout, work flow, the home or family environment, etc.), opportunities exist for direct, "face-to-face" communication. These opportunities enable direct verbal forms of communication such as spoken words, voice inflection, and tone of voice. They also enable direct non-verbal forms of communication such as gestures, facial expressions, and other forms of body language. These direct verbal and non-verbal forms of communication are important because, used together, they enable people to convey both thoughts and feelings more easily and effectively than many other forms of communication.

By affecting the ease and effectiveness with which people can communicate, physical proximity influences (a) the outcomes of both voluntary and involuntary initial contacts, and (b) how successfully relationships are developed and maintained.

Frequency of Interaction

The frequency with which interactions occur is influenced by (a) the degree of people's physical proximity, and (b) the degree of interdependency between their roles or jobs. Basically, the closer the proximity and the greater the interdependency, the larger the number of social interactions that are likely to occur.

Frequency of contact and interaction can affect (a) whether or not individual (and group) relationships will form or develop; (b) how quickly they will form/develop; (c) how close they will become; (d) whether or not they will remain close; and (e) how long they will continue (be maintained).

To summarize, people's job/role interdependencies and physical proximity are the vehicles that enable interpersonal interactions. *In general, the greater the interdependencies, the closer the proximity, and the greater the number and frequency of interactions, the greater the probability that relationships will form or develop*.

Nonetheless, as we mentioned earlier, the existence of vehicles that provide opportunities to interact is not enough for relationships to form or develop. People must also have the motivation to interact and the abilities to do so appropriately. *Functional relationships require (a) opportunities to interact with adequate frequency, (b) adequate motivation to interact and to develop and maintain relationships, (c) functional interpersonal attitudes, and (d) adequate interpersonal skills*.

Personal Influences on Relationships' Initiation, Development, and Maintenance

A model we have developed for our own use puts various specific traits and Seashore's "interpersonal dimensions" into an additional perspective. This model, **Table A** (pages 4 and 5), focuses on *voluntarily initiated relationships*. Thus, we refer to the initial contact phase as the "approach phase." It should be pointed out, however, that the traits and dimensions we will be discussing also affect the development and maintenance of relationships where involuntary initial contacts have been brought about by environmental factors. On the left side of the table, we describe eleven types of "approachers" in terms of their (levels of) various personal characteristics and their primary ego states.

On the right side of the table, we indicate the levels of interpersonal dimensions, ego states, ego-related tendencies, and specific traits that we believe are functional for successfully developing and maintaining close, meaningful, fulfilling relationships.

Table A has been designed to help individuals gain insight into interpersonal processes by relating various dimensions and specific traits to the basic phases of relationships. It has also been designed to be used as a self-inventory. Using it as such can help individuals become more aware of their own interpersonal orientations and effectiveness.

If you are taking part in a course or program wherein you have completed the psychological measurement instruments referred to in various segments of this series, we recommend that you record your scores by placing a dot or an "X" on the scales provided in Table A. The scales are divided into nine percentile ranges: from *very low* (the 1st through 4th percentile levels) on the left side—to *very high* (the 97th through 99th percentile levels) on the right side. With respect to those characteristics for which you may not have standardized scores (such as Seashore's interpersonal dimensions), try to make the most accurate self-assessments you can. After filling in your profile, analyze it to gain insight into your interpersonal orientation and how it might be affecting your relationships.

Traits Involved in the Approach Phase

Different types of people voluntarily approach other people for different reasons. We have identified eleven basic types of approachers. (These types basically correspond to the interpersonal styles we will be describing in Section 2.) We describe these different types of approachers in terms of some of the most significant traits that underlie and/or reflect their different approach tendencies.

Type 1: Self-Centered, Utilitarian, "Status- or Success-Oriented" Approachers

Type 1 individuals approach other people for basically selfish, utilitarian, status-oriented reasons. They are relatively high to very high in the economic and political values, self-confidence, dominance, and competitiveness (for resources). On the other hand, they tend to be relatively low to very low in social maturity (and related traits such as the social and benevolence values, social conscientiousness, and self-control).

Such people have unsatisfied ego needs that revolve around relatively high economic and/or political values. Consequently, they approach others in order to establish relation-

Table A: Traits, Dimensions, and Ego States Involved in Approaching Others and in Developing and Maintaining Relationships

APPROACH – →

Types of Approachers, Their Primary Ego States and Significant Trait Levels

Percentile Range:	1-4	5-11	12-23	24-40	41-60	61-77	78-89	90-96	97+
Range Name:	V Lo	Lo	Hi Lo	Lo Avg.	Avg.	Hi Avg.	Lo Hi	Hi	V Hi

Type 1: Self-Centered, Utilitarian, "Success-Oriented" [Critical Parent]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Economic value	Low							█	█	█	High
Political value	Low							█	█	█	High
Self-confidence	Low							█	█	█	High
Dominance	Low							█	█	█	High (One Up Status)
Resources	Collaborative							█	█	█	Competitive
Social maturity	Low	█	█	█				█	█	█	High

Type 2: Self-Oriented, Highly Achievement-Oriented [Part Adult, Part Critical Parent]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Achievement va	Low							█	█	█	High
Recognition (ne	Low							█	█	█	High

Type 3: Rather Self-Oriented, But Paternalistic [Nurturing Parent]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Self-confidence	Low							█	█		High
Dominance	Low							█	█		High (One Up Status)
Social maturity	Low				█	█	█				High

Type 4: (a) Self-Centered, Self-Indulgent [Undersocialized Child (when can feel superior, dominate)]
(b) Self-Centered, Insecure [Undersocialized Child (when cannot feel superior, dominate)]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Ego needs	Satisfied							█	█	█	Unsatisfied
Social maturity	Low	█	█	█							High
Self-control	Low	█	█	█							High

Type 5: (a) Self-Centered, Insecure [Rebellious Child (when can dominate, feel superior)]
(b) Passive/Resistant, Difficult [Rebellious Child (when cannot dominate, feel superior)]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Ego needs	Satisfied							█	█		Unsatisfied
Self-confidence	Low	█	█	█							High
Social maturity	Low	█	█	█							High
Self-control	Low	█	█	█							High

Type 6: People-Oriented, Selfless, Insecure [Compliant Child]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Self-confidence	Low	█	█	█							High
Self-assertivene	Low	█	█	█							High
Dependence	Low							█	█	█	High
Support (need)	Low							█	█	█	High
Social value	Low							█	█	█	High
Benevolence	Low							█	█	█	High
Soc'l conscien'n	Low							█	█	█	High
Self-control	Low							█	█	█	High

Type 7: Relationship-Oriented (Reciprocal) [(Socially) Adjusted Child)]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Social needs	Low							█	█	█	High
Dependency	Low				█	█	█				High
Sociability	Introvert							█	█	█	Extrovert
Social maturity	Low					█	█	█			High

Type 8: "Balanced" Orientations -- Medium/Average Self- and People-Orientedness [Middle Road]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Sociability	Low				█	█	█				High
Social maturity	Low				█	█	█				High

Type 9: "Balanced" Orientations -- Above Average Self- and People-Orientedness [Adult]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Self-confidence	Low						█	█			High
Social maturity	Low						█	█			High

Type 10: "Balanced" Orientations -- Highly Self- and People-Oriented [Synergistic]
(See levels of traits on facing page.)

Type 11: Non-Approacher (Highly Introverted) ["Childlike"]

Trait	Left	V Lo	Lo	Hi Lo	Lo Avg	Avg	Hi Avg	Lo Hi	Hi	V Hi	Right
Self-confidence	Low	█	█	█							High
Sociability	Low	█	█	█							High

DEVELOPMENT — — — — — — — — — —➡ MAINTENANCE

Importance of functional levels of traits increases (Functional levels indicated by thicker lines.)

Percentile Range:	1-4	5-11	12-23	24-40	41-60	61-77	78-89	90-96	97+
Range Name:	V Lo	Lo	Hi Lo	Lo Avg.	Avg.	Hi Avg.	Lo Hi	Hi	V Hi

Seashore's Key Dimensions

Trait	Low end									High end
Initiative	Passive									Active
Self-disclosure	Low									High
Expectations	Hidden									Open
Connection	Distant									Intimate
Resources	Competitive									Collaborative
Emotionality	Unstable									Stable
Status	One Up				Equal					One Down
Dependency	Independent				Interdependnt					Dependent
Conflict	Generate				Moderate					Avoid
Time contact	Long									Little

Ego State Mechanisms

Trait	Low end									High end
Parent	Very Critical				Critical					Nurturing
Child	Rebellious				Compliant					Adjusted
Balance	Mid-Road									Adult
Functional	P-A-C									Synergistic
Enhancement	Negative									Positive
Defense	Low				Moderate					High

Specific Personal Characteristics

Trait	Low end									High end
Self-confidence	Low									High
Sociability	Low									High
Social value	Low									High
Benevolence	Low									High
Soc'l conscien.	Low									High
Adaptability	Low									High
Emotional stabil.	Low									High
Self-control	Low									High
Conformity	Low									High
Social maturity	Low									High
Sensitivity	Low									High
Social insight	Low									High
Original thinking	Low									High
Commun'n skills	Low									High
Economic value	Low									High
Political value	Low									High
Achievement value	Low									High
Self-assertiveness	Low									High
Independence	Low									High

ships that will enable them to enhance their own power, authority, or influence and their own economic (material or financial) success. Obtaining these traditional indicators of success gives them status and makes them feel as though they are "OK people." Even though they are highly self-confident with respect to their jobs and social relationships, they are still rather insecure. To reinforce and enhance their egos (to be OK), they tend to use the "self-superiorizing" measures that put others down and put themselves up (e.g., domination, manipulation, intimidation, the use of double standards, etc.). (In Seashore's terms, these people want to be "one up" in status.) They also use ego-defense mechanisms to a great extent. Being relatively low in social maturity, they compete for power, economic success, and self-gratification at other people's expense.

In short, these individuals tend to be "people users," and approach others in order to establish relationships that will build up their own egos and serve their own ends.

Because these people are self-centeredly more concerned about themselves than others, and because they need to see themselves as being considerably more OK than others, they tend to operate primarily in the critical parent ego state.

In general, these individuals are most often found in executive and leadership positions, sales, the legal profession, and politics.

Type 2: Self-Oriented, Highly Achievement-Oriented Approachers

Type 2 individuals tend to be relatively high to very high in the achievement and recognition values.

While Type 1 individuals' egos revolve around traditional, success-oriented values (the economic and political values), Type 2 individuals' egos revolve around concerns for achievement and recognition. They strive to do something better than it has ever been done before—not for the sake of money or power, but for the sake of their own sense of competence and achievement and for the sake of others' admiration, respect, and recognition. They approach and get interpersonally involved with others in order to get done what they must to achieve their own goals. Even so, they are not Type 1 "people users." Although it sometimes seems that they do not especially like people, they do. In fact, they will treat other people fairly well—when they take the time to relate with them.

These individuals come mostly from the adult ego state, but can still display some ego-centric patterns of behavior that are characteristic of the critical parent.

Such people can be found in all occupations. Those who are very intelligent, well-educated, thought-oriented, and creative or innovative are often found in fields such as psychology, social science, philosophy, science, and technology. Those who are more artistically gifted can be found in art, music, and dance. These people can tend to be more introverted than extroverted—largely because they may receive more personal satisfaction from their occupational pursuits than from interpersonal relationships. In other words, they are less interested in people than in their own personal achievement. Athletes, on the other hand, can also be high achievers; but they generally tend to be more sociable than the thought-oriented, creative individuals.

Type 3: Rather Self-Oriented, Paternalistic Approachers

Type 3 approachers are not as cold-hearted, selfish, and utilitarian as Type 1s. They tend to be slightly lower (relatively high to high) in self-confidence, dominance, and the economic and political values, while being higher (low average to high average) in social maturity (and related traits such as the social and benevolence values, social conscientiousness, and self-control).

Because their attitude is "I'm OK, you're fairly OK," their ego state is that of the paternalistic nurturing parent (rather than the critical parent).

These individuals can be found in all occupations.

Type 4: (a) Self-Oriented, Self-Indulgent or (b) Self-Oriented, Insecure Approachers

These individuals are essentially coming from the undersocialized child ego state. They are relatively high to very high in (unsatisfied) ego needs, and are relatively low to very low in social maturity and self-control.

When such people can feel more OK than (superior to) others, and/or when they can exercise power or authority over others, they tend to be self-centered and self-indulgent. Having an insecure ego and being relatively low in self-control and social maturity, they will selfishly seek personal gratification or pleasure at other people's expense. They approach others in order to use them and get what they want (as do Type 1 approachers).

The differences between Type 1 and Type 4(a) can be explained in either of two ways. First, the Type 4(a)s need not be especially high in the economic and political values. They simply indulge themselves in pure pleasure-seeking (e.g.,

spending money rather than working for and accumulating it). Second, while Type 1s are constantly striving and competing for economic success and/or power, it may be that Type 4(a)s have already obtained these things and are rather selfishly or irresponsibly enjoying the fruits of success.

On the other hand, when those coming from the undersocialized child state cannot feel more OK than others, and/or when they cannot exercise power or authority over others, they tend to become Type 4(b). They will use what seems to be more people-oriented, submissive behavior as a smoke screen—while they actually manipulate others in order to get what they want.

Another difference between 4(a)s and 4(b)s is basically tactical. In other words, when they are "one up," they use their position, authority, or influence selfishly; but when they are "one down," they use manipulative tactics selfishly.

Type 5: (a) Self-Centered, Insecure or (b) Passive/Resistant, Difficult Approachers

Type 5 approachers are essentially individuals coming from the rebellious child state. They are relatively high to very high in (unsatisfied) ego needs, and are relatively low to very low in self-confidence. Even though they are rather selfish (relatively low to very low in social maturity and self-control), they are not necessarily high in the economic and political values.

When these individuals do feel more OK than other people, and/or when they are in a position to exercise power or authority over others, they tend to be Type 5(a). The "a"s approach others for the following reasons: (a) to establish relationships in which they can use ego enhancement and defense mechanisms to get "one up" on others; and/or (b) to use their power or authority to dominate, successfully rebel against, or get even with others.

On the other hand, when others are dominating or controlling them and putting them down, they feel defeated, hurt, resentful, and antagonistic, and tend to become Type 5(b). If they can do nothing to alter the situation, they may resist by being passive and uncooperative. If they are angry and resentful enough, they may openly and aggressively rebel against domination or control. Either way, they generally avoid interaction—especially with those against whom they are rebelling. Occasionally, however, they will approach those whom they think they might be able to enlist as allies in their rebellion.

Such individuals can be found in almost all occupations.

Type 6: People-Oriented, Selfless, Insecure Approachers

The opposite of Type 1, these individuals are relatively high to very high in social needs, dependence, the need for support, the social value (love of and concern for people), benevolence, social conscientious, and self-control. On the other hand, they tend to be relatively low to very low in the sense of self-worth, the sense of psychological well-being, self-confidence, and self-assertiveness. Although some can be ambiverts if not extroverts, many if not most are introverts (are in the lower percentile ranges in sociability).

Type 6s tend to love all humanity. But, because of their dependency and insecurity, they can have difficulty becoming closely or intimately involved with more than one or two individuals. As a result, they generally approach others not so much to establish close relationships with them, but to help them and to be kind and benevolent toward them. Especially in larger groups of people, they tend to be stand-offish. Even so, they yearn for others' attention, support, understanding, acceptance, and approval. Consequently, they compulsively strive to generate positive feedback from others in order to feel that they themselves are OK. Thus, they do approach others—but rather cautiously. They want to make sure that people like them and will give them positive rather than negative feedback.

Such people tend to come from and operate in the compliant child state. Seeing others as being more OK than themselves, they behave in a highly dependent, self-controlled, conformant manner.

Type 6s are generally found in social service occupations. Among them are many nurses and social workers and a number of ministers, priests, rabbis, and nuns. Type 6s are also likely to be those who are dominated by someone in authority over them (e.g., a boss, spouse, or parent).

Type 7: Relationship-Oriented Approachers

These individuals are relatively high to very high in social needs and in sociability (social extroversion). They are also average or high average in (social) self-confidence and (inter)dependence. In addition, they are high average to high in social maturity, and tend to give and take in interpersonal relationships.

As a result of these trait levels, Type 7s have experienced considerably more positive than negative feedback in most of their previous interpersonal relationships. Over time, therefore, they have come to *expect* more positive than negative feedback. Thus, they approach people easily and confidently.

Such people come from, and primarily operate in, the (socially) adjusted child state. Their attitude is, "I'm fairly OK, you're OK."

These people are most likely to be found in occupations that emphasize direct interpersonal contact (e.g., personal selling, public relations, and customer relations).

Type 8: Balanced Orientations Approachers (Medium/Average Self- and People-Orientedness)

These individuals are neither self-centered nor selfless. They are "about average" (low average to high average) in self-oriented traits such as the political, economic, and achievement values. They are also medium or average in people-oriented traits such as the social and benevolence values, social conscientiousness, and social maturity. In other words, their (average) self-centered, selfish tendencies are balanced by (average) social motives. They are not especially extroverted, nor are they especially introverted. Instead, they are about average in sociability—that is, they are "ambiverts," who can be slightly more extroverted in some situations and slightly more introverted in others.

In other words, Type 8s are middle-road in their interpersonal relations. Unlike other types of people, who represent a smaller percentage of the population, these people constitute the greater majority.

Such individuals approach others for a variety of reasons: (a) to gain adequate economic success and some control over their lives; (b) to form satisfying relationships with others; and (c) to develop a decent self-image and reputation. Being medium or average in social maturity, they satisfy their own desires at other people's expense to a much smaller degree than Type 1 individuals.

In our view, the ego state in which these people operate lies between the parent and child ego states. Their attitude is, "I'm fairly OK, you're fairly OK."

These people can be found in all occupations.

Type 9: Balanced Orientations Approachers (Adult — Above Average Self- and People-Orientedness)

These individuals are either high average or relatively high in self-oriented values and personality traits, while being either relatively high or high average in people-oriented values and personality traits. Thus, their levels of self- and peo-

ple-oriented motives and personality tendencies are more or less balanced at a slightly higher level than those of Type 8 individuals. In addition, their overall levels of self- and people-orientedness are slightly higher, because their levels of interpersonal skills, original thinking, and social maturity are slightly higher.

In our view, such people primarily operate in the adult ego state. Their attitude is, "I'm rather OK, you're rather OK."

These people approach others for basically the same reasons as Type 8s. Given their slightly higher social maturity and interpersonal skills, however, they are less likely than Type 8 individuals to satisfy their own needs and desires at other people's expense.

Type 9s can be found in all occupations.

Type 10: Balanced Orientations Approachers (Synergistic — High Self and People Orientations)

These individuals are neither highly self-centered nor highly selfless. As we will discuss further in Section 2, they possess the highest possible balance between (a) self-oriented traits such as the economic, political, and achievement values, self-confidence, and self-assertiveness; and (b) people-oriented traits such as the social and benevolence values, sociability, social conscientiousness, social maturity, and self-control. Perhaps the biggest difference between them and Type 8 people is that they are even higher in interpersonal skills such as social insight, interpersonal sensitivity, and communicative skills. Indeed, they are the most mentally, emotionally, and socially mature of all types of people.

In our view, such people operate in the synergistic ego state. Their attitude is, "I'm Ok, you're OK."

These individuals approach other people for the following (mature) reasons: (a) to gain a reasonable degree of economic success and to have influence over their own lives; (b) to form satisfying relationships with others (equally for the sakes of both parties); and (c) to develop a healthy, mature self-image, identity, and reputation. Being mature, they are not inclined to do any of the above at other people's expense.

Type 10s can be found in all occupations.

Type 11: Highly Introverted Non-Approachers

Although these individuals often tend to be rather highly socialized and compliant (like Type 6s), they are exceptionally

low in traits such as self-confidence, the sense of self-worth, the sense of psychological well-being, self-assertiveness, independence, and sociability. (The levels of various other self- and people-related values and personality traits may range from high to low.) These trait levels reflect deep insecurity and a yearning for positive feedback (support, understanding, acceptance, and approval).

Such people have experienced considerable psychological hurt and much more negative than positive feedback in previous interactions and relationships. Having come to expect negative feedback, therefore, they tend to avoid and withdraw from interpersonal situations—especially those involving groups of people.

Nonetheless, given their great need for attention, acceptance, and approval, they occasionally approach others on a one-to-one basis—but do so very cautiously. They often go from one person to another trying to find someone who will like them and can be trusted not to hurt or take advantage of them.

Type 10s operate in a child ego state involving helplessness and near hopelessness.

These individuals can be found in all occupations except those involving frequent and direct social contact.

Each of these types of approachers follows a somewhat different pattern with respect to developing and maintaining relationships. Some—such as Types 1 and 2—are more inclined to form and maintain rather superficial acquaintances. Others —such as Types 7 through 10—are more inclined to develop and maintain deep, close, mature relationships. Also, some— such as Types 7 through 10—are better than others at developing and maintaining relationships.

Traits Involved in the Development and Maintenance Phases

Once two people have made initial contact and have begun to interact, they enter the relationship formation or development phase. Next, having either formed an acquaintance or developed a close relationship, they enter the relationship maintenance phase. During this phase, relationships can be maintained (and continue) or not.

Forming and maintaining acquaintances is not particularly difficult. Consequently, most people are fairly good formers and maintainers of acquaintances. Developing close relationships is considerably more difficult. Consequently, fewer people are good developers of close relationships. Maintaining

close relationships is most difficult, and fewer people are good at it—as many husbands and wives, parents and children, bosses and subordinates, colleagues or co-workers, and close friends can attest. This being the case, we will primarily be discussing the traits necessary for successfully developing and maintaining close, mature relationships.

Successful Development and Maintenance in Terms of Seashore's Dimensions

At the top of the right side of Table A (pages 4 and 5), we have used thick lines to indicate the levels of Seashore's interpersonal dimensions that we think are functional for developing and maintaining close, mature relationships.

In the following six dimensions, good or successful developers and maintainers tend to be high average to relatively high. The best or most successful tend to be relatively high to high—rather than being very high (too high or compulsively high).

    a. initiative (active rather than passive);
    b. self-disclosure;
    c. expectations (open rather than hidden);
    d. connection (intimate rather than distant);
    e. resources (collaborative rather than competitive); and
    f. emotional stability (stable rather than unstable).

In the remaining four dimensions, however, the best or most successful developers and maintainers are about medium.

    a. status (equal rather than high or low);
    b. dependency (interdependent rather than dependent or independent);
    c. conflict (moderate it rather than generate or avoid it); and
    d. time contact (medium rather than little or long).

Because maintaining close relationships is generally more difficult than initially developing them, we have indicated at the top of Table A that the importance of functional levels of these dimensions increases as relationships move from the development phase into the maintenance phase.

Seashore makes an excellent, related point: Especially if an individual is dysfunctionally high or low in certain dimensions and wishes to be more interpersonally effective, he or she must make an effort to be sensitive to, understanding of, and accepting of the attitudes and behavior of those who are at the opposite ends of these dimensions' scales. This is particularly advisable if one has not already experienced and felt what others have. Doing what Seashore suggests amounts to

increasing one's social insight and sensitivity. For some individuals, this might mean making a point of (a) experiencing a wider range of interpersonal situations, (b) experimenting with different attitudes and behavior patterns, and (c) experiencing a wider range of socially-related emotions.

Successful Development and Maintenance in Terms of Ego States and Ego Mechanisms

Heavy lines or parentheses on the six scales in the middle of the right side of Table A indicate the levels of ego states and ego mechanisms that we think are functional for developing and maintaining close relationships.

In our view, it is more functional to operate in the nurturing parent state than in the critical parent state. Likewise, it is more functional to operate in the adjusted child state than in the undersocialized child, rebellious child, or compliant child states. Similarly, it is more functional to operate in the adult state than in the middle-of-the-road state. And rather than operating in the P-A-C combination of states, we think it is most functional of all to operate in what we call the "synergistic state."

As also shown in Table A, we consider it more functional to utilize positive ego enhancement measures than negative measures, and more functional to make moderate use of defense mechanisms than either too much or too little use.

Here, too, the importance of functional ego states and ego mechanisms increases as relationships move from the development phase into the maintenance phase.

Successful Development and Maintenance in Terms of Specific Traits

Thick lines on the scales at the bottom of the right side of Table A indicate the levels of personal characteristics that we think are functional for successfully developing and maintaining close relationships.

With respect to the first eight people-related values and personality traits, good or successful developers and maintainers tend to be high average to relatively high. The best or most successful tend to be relatively high to high—rather than being very high (too high or compulsively high). These eight traits include self-confidence, sociability, the social and benevolence values, social conscientiousness, adaptability, emotional stability, self-control, and conformity.

With respect to social maturity, interpersonal sensitivity, social insight, original thinking, and communication skills, it

is functional to be at least high average. However, it is most functional to be high to very high (unless one is below average in adaptability).

With respect to the six self-oriented traits at the bottom of the list, we think it is functional to be average or medium to relatively high—but no higher. This applies to the need/concern for achievement, the concern for recognition, the economic value, the political value, self-assertiveness, and independence. When people are high to very high in these traits —and when the levels of these traits are not balanced by adaptability and worthwhile, socially-oriented motives—they tend to dominate, achieve, and gain economic success, power, and recognition at other people's expense. Such behavior is dysfunctional, because it often hurts other people and causes many if not most interpersonal conflicts.

Again, because it generally takes more motivation and skill to maintain close relationships than to develop them, the importance of functional levels of these traits increases as relationships move from the development phase into the maintenance phase. This, we think, particularly applies to the following:

a. people-oriented traits such as the social value, benevolence, social conscientiousness, adaptability, social maturity, emotional stability, and self-control; and

b. people-related skills such as interpersonal sensitivity, social insight, communicative skills, and problem-solving (conflict resolution) skills.

Putting it simply, *people who are the most effective, successful developers and maintainers of close, on-going relationships tend to have more functional levels of more of these traits than those who are less successful. They also tend to have a broader range of interpersonal experience. Those who are most successful, therefore, are, in our view, "synergistic individuals."*

Examples of Less Successful Developers and Maintainers

The "Difficult" or "Abrasive" People

While many types of individuals are not as interpersonally effective as synergistic individuals, they are still able to develop and maintain fairly satisfying relationships. Some types of people, however, are very ineffective and experience frequent interpersonal difficulties.

This particularly applies to abrasive individuals. These people are rather egotistical. They tend to hurt other people and

"turn them off." In doing so, they often generate conflict and have more than normal difficulty developing and maintaining functional relationships.

Success-Oriented Abrasive Individuals

These people are exceptionally high in the economic and/or political values and in dominance. They have a need to "get one up on others." They are relatively low in the social value, benevolence, adaptability, social conscientiousness, social maturity, and self-control. Also, feeling that they are OK but that others are not OK, they tend to operate primarily in the (very) critical parent state. As a result, they are inclined to behave much like "dictators":[1]

a. They tend to be condescendingly critical of others and often mention "straightening them out" or "whipping them into shape."
b. Needing to be in full control, they want everything to be cleared through them.
c. They compulsively compete for attention and recognition.
d. Their comments take up a disproportionate amount of time during meetings.
e. They are highly goal-oriented and tend to overorganize and oversupervise.
f. Because they are quick to challenge and debate, their discussions often become arguments. As a result, others become reluctant to discuss things with them.
g. They tend to be preoccupied with acquiring symbols of status and power, and are reluctant to share successes and privileges with others.
h. They tend to be political maneuverers.
i. They tend to do jobs themselves rather than assigning tasks to others and delegating authority to make decisions.
j. They are often suspicious of and antagonistic toward those they supervise.
k. They can be very congenial and helpful to those they do not supervise.
l. They tend to use the word "I" more than the words "we," "you," or "us."
m. They generally regard themselves as being more competent than their bosses, subordinates, and colleagues —and their behavior often lets these people know it.

Achievement-Oriented Abrasive Individuals

These people are exceptionally high in the achievement motive and responsibility. They tend to be about medium or average in the economic, political, and social values. They are relatively low, however, in adaptability (flexibil-

ity, tolerance). In addition, they operate in an ego state that borders between the adult state and critical parent state. As a result, they are inclined to behave as follows:

a. They are insecure and desperately seek perfection, approval, affection, and recognition (although many are very intelligent and well-educated).
b. They have extremely high standards and compulsively strive for perfection.
c. They tend to be condescendingly critical of others, and often mention "straightening them out" or "whipping them into shape."
d. They compulsively compete for attention, affection, and recognition.
e. Their comments take up a disproportionate amount of time during meetings.
f. They over-organize and tend to over-supervise.
g. They tend to be a know-it-all.
h. Because they are quick to challenge and debate, their discussions often become arguments. As a result, others become reluctant to discuss things with them.
i. They tend to be politically insensitive and disdainful of others' political maneuvers.
j. They tend to do jobs themselves rather than assigning tasks to others and delegating authority to make decisions.
k. They can be very congenial and helpful to those they do not supervise.
l. They tend to use the word "I" more than the words "we," "you," or "us."
m. They generally regard themselves as being more competent than their bosses, subordinates, and colleagues —and their behavior often lets these people know it.
n. They tend to punish others as well as themselves for failures.
o. They are surprised when people speak of them as cold and distant, because they really want to be liked.

In other words, abrasive individuals are relatively high in self-centered (dysfunctional) traits and are relatively low in relationship-oriented (functional) traits. Thus, they have difficulty being good developers and maintainers of close, on-going relationships.

"Workaholics"

These individuals do not develop and maintain close relationships well, either. In their case, however, different motives are involved. While they may be somewhat success- or achievement-oriented, they love their work. It is integral to their lives. Perhaps they are dissatisfied with other aspects of their lives (e.g., their marriage, their family life, or their social life). Perhaps they receive the most positive feedback and

Figure 1: "Interaction Apparel"

Ego Enhancement Measures

Functional
Personal development
Association
Self-expression
Problem solving
Striving
Behaving maturely

Dysfunctional
Identifying
Criticizing, blaming
Dominating, intimidating
Creating dependency
Manipulating, using
Unfairly outcompeting
Engaging in one-upmanship
Applying double standards
Hurting

Second-Line Defense Mechanisms

Rationalization
Compensation
Sublimation
Repression
Fantasy
Regression
Identification
Aggression
Undoing

Ego

Mask

Armor

Deliver positive or negative strokes

Hurtful ego defense
Hurtful ego enhancement

Shield

Approach

Avoid
Escape
Withdraw

First-Line Defense Mechanisms
Suppression
Denial
Projection

Sword
To deliver negative, hurtful feedback

inner satisfaction from a sense of their own personal accomplishment and competence. Whatever the case, they are compulsive about their work. They are self-starters who feel driven. They easily become bored when they are not working. Their work is a vehicle for self-expression. It is "their baby" —not someone else's.

Such behavior limits the effectiveness with which these people develop and maintain relationships. Because they are so involved in their work, they approach work rather than people. They develop and maintain relationships with their jobs rather than people. Being so involved in their work, they have little time for relationships—either on or off the job. Thus, they have neither the inclination nor the time to interact with other people.

Other Less Functional Types[2]

"Submissive/passive" persons are "yes people." Low in self-confidence and self-assertiveness, they (a) seldom stand up for themselves and their ideas, (b) let other people "roll over" or take advantage of them, and (c) go along with the group rather than contribute any innovative suggestions or solutions.

"Negativists" or "no people" are difficult to get along with because they (a) seldom see anything good in anything or anybody, (b) are argumentative, (c) throw a "wet blanket" on others' ideas, and (c) obstruct others' efforts.

"Constant complainers" irritate those with whom they interact.

"Underminers" sour their relationships by criticizing others and being sarcastic and devious.

Dynamics of Interpersonal Phases and Processes

In this section we discuss the dynamics or mechanics of what goes on between individuals when they are experiencing initial contact and are developing and maintaining a relationship.

A Basic Interaction Model

When two people meet and start getting to know each other, they usually play "twenty questions." They ask each other, for example, what they do, what their interests are, who they know, what they think about various subjects, and how they feel about various things. Figuratively speaking, they are "doing little dances around each other." Actually, they are doing two basic things:

1. They are trying to get some insight into each others' status or position, knowledge, experience, capabilities, needs and drives, values, general attitudes, and personality. This gives them basic information for determining what their similarities and differences are, so that they can . . .

    a. find out what they have in common (what they can talk about to help continue the conversation);
    b. determine the basis or bases (such as importance/ power/influence, economic success, or altruism/ benevolence) on which each will formulate a sense of relative OK-ness (how OK each is relative to the other);
    c. determine whether they are "one up," "one down," or equal (relative to the other person) in terms of various parameters indicating OK-ness (e.g., where each is in the pecking order or on the totem pole); and
    d. determine what the other person likes, dislikes, and expects, so that they can appeal to their likes, avoid doing or saying something they dislike, live up to their expectations, be liked, and receive positive feedback.

2. They are also testing each other. Why? To find out whether or not each can trust the other to enhance rather than hurt their ego. This, together with the information above, helps both to determine the following:

    a. how intimate they can be with the other—and how soon;
    b. how much they can disclose about themselves and their feelings—and how soon;
    c. how open they can be regarding their expectations or intentions—and how soon; and
    d. how close a relationship they might want to develop—and how soon.

Figures 2 and 3 (pages 16 and 20) illustrate what can happen between different types of people in different situations. Figure 2 (Scenario 1) depicts positive interactions and the development of a functional relationship between two congenial, interpersonally mature individuals. Figure 3 (Scenario 2), on the other hand, depicts negative interactions and the development of a dysfunctional (deteriorating) relationship between two less interpersonally mature individuals. Scenario 3 deals with the "real world," in which parties to a relationship

Figure 2: Scenario 1 (John and Mary)
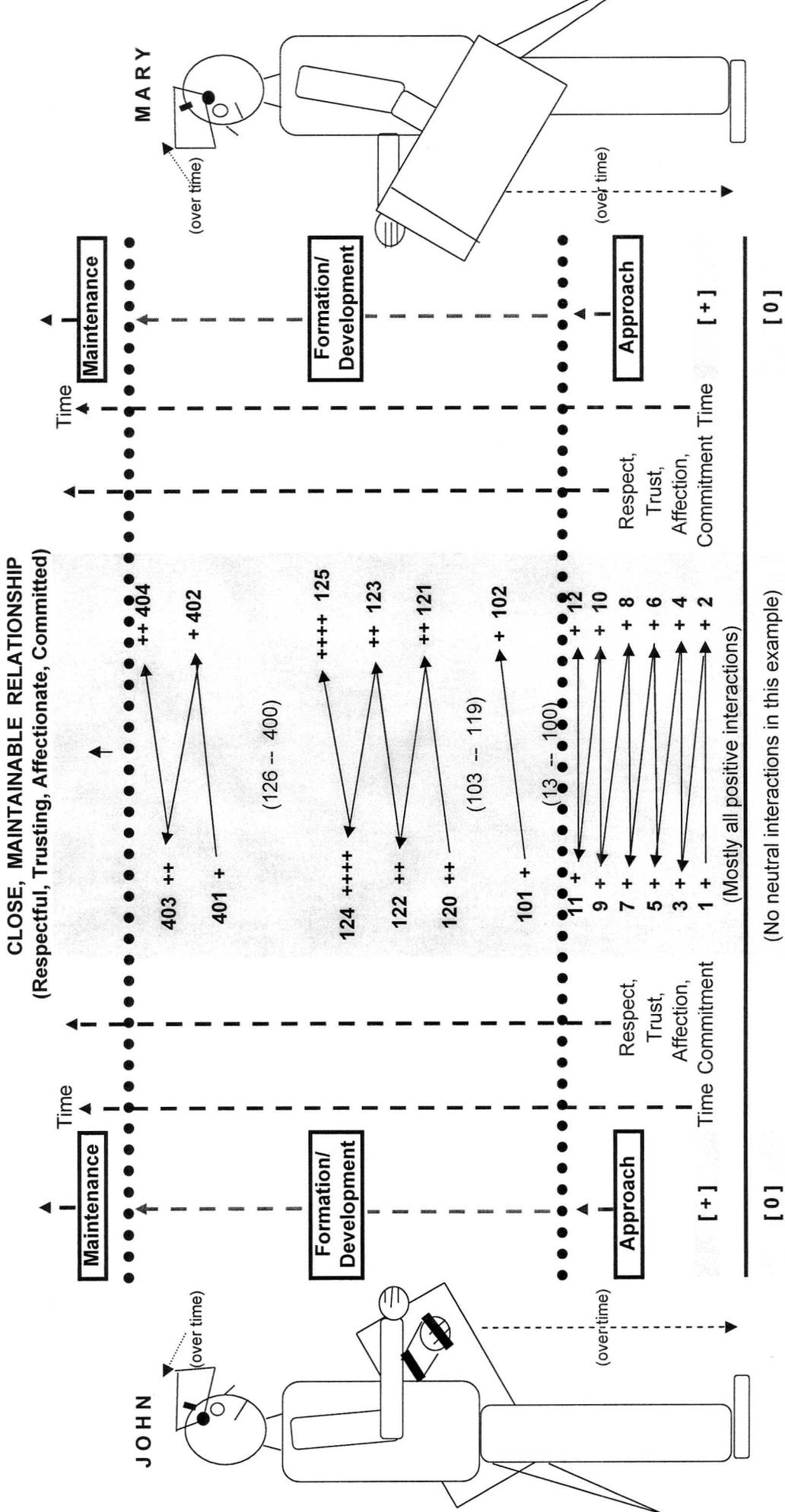
experience occasional conflicts as well as pleasant interactions.

"Interaction Apparel"

At the beginning of all three scenarios, the two individuals are consciously or unconsciously trying to protect (if not also to enhance) their egos to some extent. They are "wearing the apparel" illustrated in **Figure 1** on page 14.

Both are wearing armor; and both are carrying a shield in the left hand. The armor and shield represent *defense mechanisms*, which they will use to defend their egos, identities, self-images, and reputations against negative feedback (negative interactions or strokes). As we mentioned in Part I, the shields represent their first line of defense: suppression, denial, and projection mechanisms. Their armor represents fall-back defense mechanisms for dealing with ego-threatening stimuli when they are forced to accept responsibility for a wrong, a mistake, or a problem: rationalization, compensation, sublimation, repression, identification, fantasy, regression, aggression, and undoing.

Both individuals are also equipped with measures that can be used to enhance or reinforce their egos, identities, and self-images. The negative or dysfunctional measures include: identifying, criticizing/ridiculing/blaming, dominating, intimidating, manipulating/using, unfairly outcompeting others, getting "one up," applying double standards, and hurting others. The more functional measures include: personal development, association, creative/innovative self-expression, problem solving, striving to achieve or succeed, and behaving maturely.

The two individuals are also wearing masks, which are both protective and projective devices. The masks protect their egos by hiding who they really are "down deep inside" from the other person. They also help project (a) what they want the other person to see, and/or (b) what they think the other person wants to see in them. People use their masks as projective devices to elicit positive, ego-enhancing or ego-reinforcing feedback (positive interactions or strokes) from others.

In addition, both people are carrying swords. The swords represent the things that each can do to hurt the other person (especially if the other hurts them first). [The things that hurt others—such as being criticized, blamed, or ridiculed—are listed in Table B on page 12 of Part I.] A sword can be sheathed (in the scabbard at one's side), leaving the right hand free to give the other person positive strokes—or it can be unsheathed and wielded with the right hand to deliver negative (hurtful) strokes.

Types of Interactions

In each scenario, the players interact by communicating thoughts or feelings either verbally (through spoken words) or nonverbally (through facial expressions, gestures, tone of voice, etc.).

Interactions can be categorized in various ways. Here we will use the following categories: A positive interaction [+] amounts to a "positive stroke" that makes another person feel good psychologically. A negative interaction [-] amounts to a "negative stroke" that hurts another person psychologically. A neutral interaction [0 or +] causes neither psychological pleasure nor psychological pain.

Positive and negative strokes (interactions) can vary in intensity. The degree of intensity depends on (a) how much the interaction either hurts the other person or makes the other person feel good; and (b) the number of positive or negative strokes (statements) that make up the "total interaction" (response or reply). Examples:

A single positive interaction/stroke [+] is one that mildy makes another person feel good. It may contain a single, mildly positive statement—or it may contain two statements that, together, represent a mildly positive interaction. A double positive interaction/stroke [++] is one that makes the other person feel good one degree more. It can contain a single, more positive stroke—or it can contain several statements that, together, add up to a "double positive" in intensity. A triple positive interaction/stroke [+++] is one degree more intense.

Similarly . . .

A single negative interaction/stroke [-] is one that mildy hurts another person. It may contain a single, mildly negative statement—or it may contain two statements that, together, represent a mildly negative interaction. A double negative interaction/stroke [--] is one that hurts the other person one degree more. It can contain a single, more negative stroke—or it can contain several statements that, together, add up to a "double negative" in intensity. A triple negative interaction/stroke [---] is one degree more intense.

Scenario 1: Positive Interactions and the Development and Maintenance of a Functional Relationship

This scenario, depicted in **Figure 2**, involves the development of a relationship between John (a single young man) and Mary (a single young woman).

Let us say that John has experienced more positive than negative feedback from people, and is therefore inclined to be a rather self-confident, trusting, extroverted individual who approaches interpersonal situations more or less expecting positive feedback. Let us also say that he is basically an unselfish person who is concerned about others and need not put others down to feel OK. As a result, John tends to be high in initiative, high in self-disclosure, open with respect to expectations, intimate in terms of connection, equal in terms of status, interdependent, collaborative with respect resources, and inclined to moderate conflict. Basically, he is a "synergistic" individual.

Let us say that Mary, too, has experienced more positive than negative feedback in previous interpersonal situations, and is therefore more extroverted and inclined to approach such situations with enthusiasm. Let us also say that Mary, like John, is basically a good person who is concerned about others and tends to treat them unselfishly, benevolently, conscientiously, and maturely. In short, she, too, is synergistic and possesses functional levels of interpersonal dimensions and specific personal characteristics.

Initial Interactions

John and Mary have come separately to a social function. They are both searching the group of people for someone to talk to.

(1 & 2) Eventually, their eyes meet. They find themselves looking at each other with a "flattering gaze" that amounts to a "positive stroke" [+].

(3 & 4) Both smile, sending each other another mildly positive signal [+].

(5 & 6) Next, they walk toward each other, in this case sending one another a "solid positive signal" [+].

Having come to expect more positive than negative feedback, John (figuratively) carries his shield in his left hand in a lowered, non-defensive position. Being benevolent rather than suspicious, antagonistic, and inclined to hurt others, he carries his sword in its scabbard. Being a warm, congenial person, he keeps his right hand free to give others positive strokes. Even so, he keeps his mask in place (in a lowered position). At first meeting Mary, he is not certain of several things: (a) what Mary looks for in a man; (b) what he should try to project about himself; and (c) how much he can let Mary see of his "real self" (who he really is down deep inside).

Like John, Mary (figuratively) carries her shield in her lowered left hand, carries her sword in its scabbard, has her right hand free to administer positive strokes, but is also wearing her mask—all for the same reasons.

(7) Still smiling, John greets Mary congenially: "Hi, I'm John." In his facial expression, words, and tone of voice, John has given a pleasant, mildly positive stimulus [+] to Mary.

(8) She, sensing that there is no immediate threat, and wishing to increase the chances of experiencing continued positive feedback, responds (reciprocates) in a friendly, positive manner [+]: "Hi, I'm Mary." However, not certain of John's intentions and expectations, she is still somewhat cautious and, at least for the moment, keeps her mask in place, her shield at her side, and her sword in its non-threatening position in its scabbard.

(9) John, having received a reassuring response from Mary, indicates an interest in her by "using his right hand" to give her the following positive stroke [+]: "I noticed you across the room and thought you would be someone I'd like to meet."

(10) Mary, reassured by the positive stroke and the way the meeting is developing, "uses her right hand" to return the compliment with a friendly, positive stroke [+]: "Thank you. I thought the same about you."

(11) John, indicating an interest in Mary and giving her another positive stroke [+], makes a suggestion: "Why don't we find a place to sit and get to know each other?"

(12) Mary responds to John's positive feedback with a reciprocal positive stroke [+]: "I'd like that very much."

At this point, John and Mary are leaving the initial contact (approach) phase and are entering the relationship formation/ development phase. During the early part of this phase, they will at least become acquaintances.

Development Phase

(13-100) John and Mary engage in conversation. At first they talk about what they do, what interests them, and their personal backgrounds. As the conversation progresses, they find that they have several interests, various attitudes, and other things in common. Seeming to be much alike and not a threat to each other, they begin to feel comfortable together. As a result, they relax and let their shields fall to their sides. Nonetheless, they leave their armor on. They also keep their masks in place. Based on little verbal and non-verbal cues that they have

IR(2)-19

been looking for and picking up, they have been projecting what they perceive the other wants to see in them—e.g., a confident, capable, successful, well-adjusted, happy person who is not out to hurt or use others. To this point, neither has been willing to raise their mask and let the other see who the person behind the mask really is. In other words, neither is yet ready to acknowledge their weaknesses, problems, or how human and vulnerable they actually are.

As several hours go by, John and Mary become acquaintances.

(101) John, giving Mary a positive stroke [+], offers to take her home.

(102) Mary, responding with positive feedback, [+], accepts the offer.

(120) Upon saying good-night, John gives Mary a compliment—a "double positive interaction" [++]—and asks a question that "puts his ego on the line": "I've really enjoyed your company and would like to see you again. How about doing something together Friday night?"

(121) Mary, fully aware of what John is doing, willingly reciprocates with a doubly positive stroke [++]: "I'd like to see you again, too. Friday's fine. I'll look forward to it."

(122) John hesitates for a moment, but then, detecting anticipation in Mary's facial expression, puts his arms around her and gives her a somewhat tentative but affectionate kiss [++].

(123) Mary reciprocates by embracing John and returning his kiss [++].

(124) John, emboldened by Mary's response, holds her closer and kisses her a bit more passionately [++++].

(125) Mary, experiencing the same feelings as John, reciprocates [++++].

Eventually . . . they say, "Goodnight."

(126-400) As a week or two go by—and as the responses of each to the other remain affectionate, positive, and non-threatening—John and Mary begin to like and trust each other, to share more time together, and to become more psychologically and physically intimate. It is becoming apparent to both of them that they are developing a very close and meaningful relationship.

(401) Given these circumstances, John discloses a personal problem or weakness to Mary. In effect, he has begun to raise his mask and let Mary see who he really is inside. Raising his mask represents positive feedback [+] toward Mary, because he is indicating that he "trusts her with his ego" (his innermost thoughts and feelings).

(402) Mary, however, does not immediately reciprocate by doing the same thing. Instead, she responds in an understanding, accepting, non-threatening manner, showing John that she does not wish to take advantage of his acknowledged weakness by either teasing him about it or turning it against him. In effect, she has given him a reassuring positive stroke [+] rather than taking a poke at him with her sword and hurting him.

(403) As a result, John raises his mask a little higher, letting Mary know even more about his "real self" and showing even greater trust in her [++].

(404) At this point, Mary begins to raise her mask slightly by disclosing something rather personal about herself. She is indicating her willingness to trust John and let down her defenses, too [++].

John and Mary develop a close, intimate relationship. They share their innermost thoughts and feelings. Even though they each know more about the other, they still like what they see in each other. (Because of their physio-emotional attraction to each other, it is true that they may be glossing over some negative things they have found in each other.) The development of their relationship culminates in marriage.

John and Mary have both responded to each other's behavior in a positive, non-threatening, trusting manner. Each has reciprocated with a positive interaction in response to a positive interaction. In effect, positive responses have occurred in the "*upward ratchet effect*" depicted in Figure 2. As mutual trust, respect, affection, and commitment have developed between them, they have (a) dropped their shields, (b) removed their armor (or at least most of it), (c) held their swords in check, and (d) taken off their masks.

Because John and Mary were both inclined to be active, intimate, high in self-disclosure, open in expectations, interdependent, and interpersonally mature, they have taken relatively little time (contact time) to develop their close relationship.

Maintenance Phase

As events led to their marriage, John and Mary maintained their relationship at each level of its development. Even

Figure 3: Scenario 2 (Bart and Carl)

CARL

BART

DETERIORATING RELATIONSHIP
(Disrespectful, Untrusting)

(finds out he has been conned)

Initial Contact

[+]

[0]

[-]

+ 300

+ 10

+ 8

+ 6

+ 4

+ 2

- 302

- - 304

(positive interactions)

(neutral interactions)

(negative interactions)

(deteriorating situation)

(Distrust, Disrespect, Enmity)

11 +

5 +/-

3 +/-

1 +/-

7 -

9 -

301 -

303 - -

305 - - - -

[+]

[0]

[-]

Initial Contact

Copyright © 2000, 2012 by R. D. Cecil & Co.
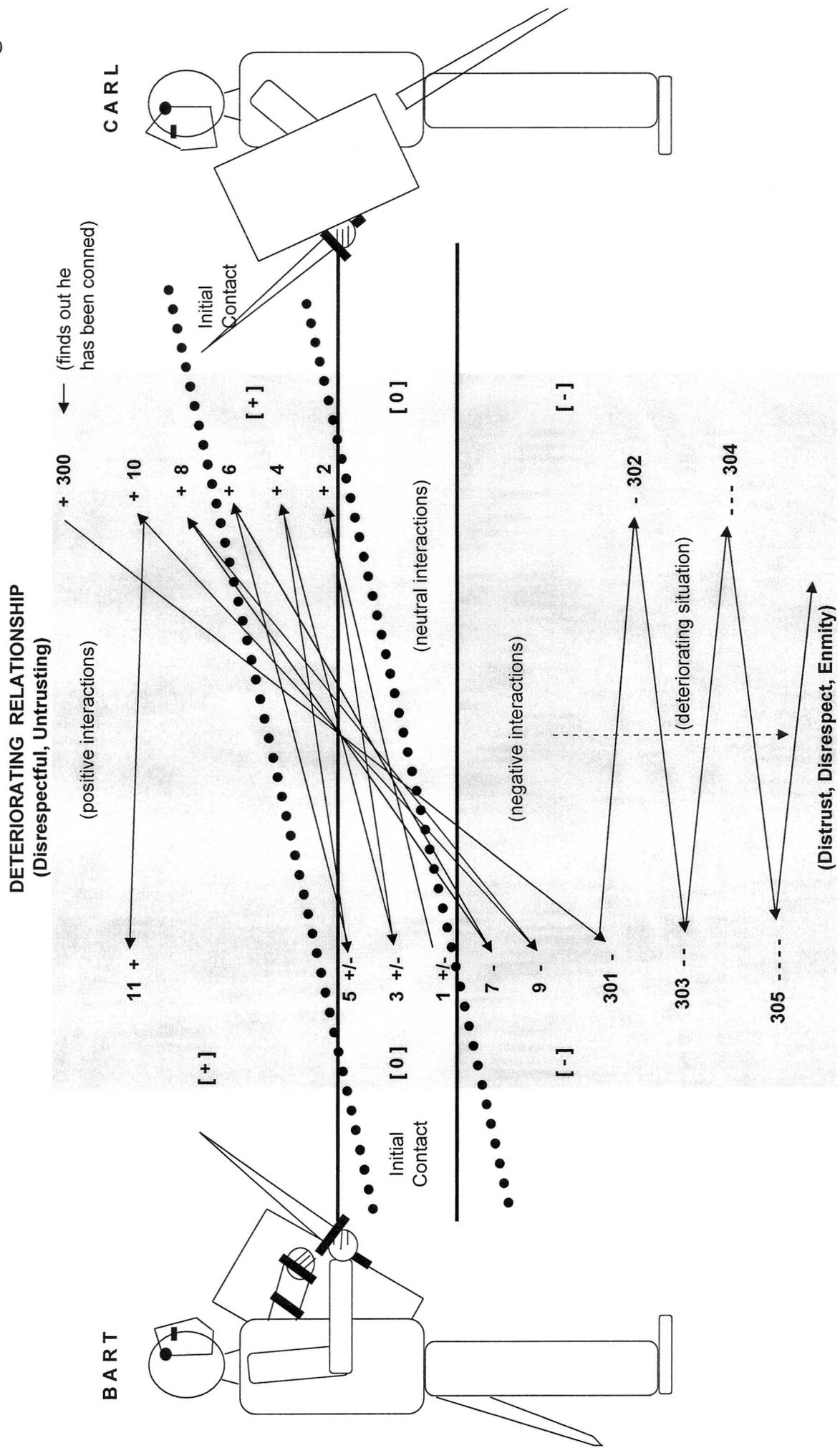
though they will be maintaining their close relationship during their marriage, that relationship will never completely stop developing and maturing.

Because both individuals have functional levels of the dimensions and traits shown on the right side of Table A, they will be able to maintain their close relationship more successfully than many other couples. They will try to do things that make each other feel good psychologically; they will try not to do things that hurt each other psychologically. Should a conflict arise, they will (a) attempt to exercise self-control, (b) confront the situation maturely, and (c) attempt to resolve the conflict to each's satisfaction.

Scenario 2: Negative Interactions and the Development and Maintenance of a Dysfunctional Relationship

Figure 3 depicts a completely different scenario. The individuals involved are Bart and his new subordinate, Carl.

Bart is very high in the economic and political values, self-confidence, dominance, and sociability. He is relatively low in the social value, benevolence, social conscientiousness, adaptability, and self-control. Given this trait profile, he tends to be self-centered, success-oriented, aggressive, unconcerned about others, and somewhat abrasive. He is also fairly distant, low in self-disclosure, inclined to hide his intentions and expectations, "one up" in terms of status, competitive, independent, somewhat emotional, and inclined to generate conflict. He tends to see others as not being as OK as he, and operates primarily in the very critical parent ego state. Thus, he is inclined to put others down in order to make himself feel superior. He is a self-centered, utilitarian, "success-oriented approacher."

Carl's values and personality traits are not quite as extreme as Bart's. He is somewhat lower than Bart in self-centered, success-oriented traits and is somewhat higher in people-oriented traits. As a result, he operates primarily in the nurturing parent state and is a "somewhat self-oriented approacher." Being normally ambitious, he would like to be promoted to Bart's position some day.

In this scenario, Bart will be meeting Carl for the first time. Carl was hired by Bart's superior without Bart's knowledge and concurrence. In fact, because Bart has not gotten along well with others in the organization, Bart's boss has warned him that he is on thin ice. He has hired Carl to take Bart's place if Bart does not shape up. Although he has not acknowledged this fact to Bart, Carl, or anyone else, many in the organization have speculated that this may be the case. Rumors of this possibility have managed to get back to Bart

—but not to Carl. Therefore, Bart *assumes* that his boss told Carl to get ready to take over his job. So, even before he meets Carl, Bart feels threatened by him, partly blames him for the situation, and has prejudged him.

Initial Interactions

As Bart and Carl are about to interact for the first time, Bart unconsciously harbors paranoid and defensive feelings. At a more conscious level, he feels suspicious of and antagonisitc toward Carl. Wary of his supposed foe, he is wearing his armor and is holding his shield in his left hand "at the ready." He has "removed his sword from its scabbard and has placed it close at hand on his desk." For the moment, his right hand is free either to administer positive strokes or to "take up the sword." His mask is lowered, completely covering his "real face."

Carl, unaware of exactly why he was hired and how Bart feels about him, is expecting a friendly first meeting. Out of habit, he is wearing his armor and is holding his shield at his side in a lowered, non-defensive position. He is carrying his sword in its scabbard (in the most non-threatening position), leaving his right hand free to administer positive strokes. He, too, is wearing his mask.

(1) As Carl walks into Bart's office, Bart does not want to start things off by being overtly hostile. He is thinking to himself that he is smoother and more self-controlled than that. (He is using an ego-enhancement measure.) Besides, his boss warned him to be more friendly and diplomatic with people. So, hiding his true feelings behind his mask, he initiates interaction: "Good morning, Carl." Although his words are friendly and seemingly project a positive interaction, his tone of voice is cool and matter-of-fact. Rather than being positive, therefore, his deceptively friendly interaction is more or less "neutral" [0].

(2) Carl, being genuinely congenial and wanting to get off on the right foot with his new boss, responds with a positive interaction, which he intends to be a positive stroke. He reaches out to shake hands, speaking in a very friendly manner [+]: "I'm happy to finally meet you, Bart. I've heard a lot about you." (Carl is taking a calculated risk. He has actually heard rather derrogatory things about Bart, but does not want to say so. Consequently, he has tried to imply that what he has heard has been good.)

(3) Bart, given the circumstances and not really trusting Carl, does not believe that Carl's words and tone of voice are sincere. He wonders what Carl might actually

have heard from his boss and others. (He figures that, if Carl had heard good things about him, he would have said so.) His defenses go up immediately (he raises his shield). He eyes his sword. Not really wanting to shake hands with Carl, he conforms to social convention and does it anyway. As he does so, he tells Carl somewhat cooly to "have a seat." Because of his manner and tone of voice, both responses are more neutral [0] than positive.

(4) Carl, beginning to detect Bart's coolness, but not understanding why Bart is not more friendly, responds in a manner he hopes will be positive enough to elicit somewhat more positive responses from Bart [+]: "Thanks. I've been looking forward to discussing my job with you and finding out what you expect of me."

(5) Bart sees an opportunity to get some clue as to whether or not the rumors may be true and Carl expects to get his job. Consequently, using a matter-of-fact to slightly sarcastic tone, he responds: "Well, my boss hired you. What did he say he expected of you?" Again, because of his manner and tone, this interaction is more neutral [0] than positive.

(6) Having expected more positive, friendly interaction, Carl vaguely senses some animosity. He also begins to get the uneasy feeling that Bart may rather not have him working for him. His defenses go up (he raises his shield), but he does not yet unsheath his sword. Even though Bart's neutral interactions seem mildly negative compared with Carl's expectations, he wants to keep things positive and friendly. As a result, he responds with a positive, congenial, smoothing, somewhat submissive statement [+]: "Well, as far as I know, he hired me to be your assistant."

(7) Bart tries to pin Carl down a little more, responding in a rather caustic, negative manner [-]: "In other words, he didn't hire you to prepare yourself to take over my job?"

(8) Beginning to get the picture, Carl assures Bart that he is unaware of the boss's motives (implying that he has no intention of trying to undermine Bart) and gives Bart what he believes to be a positive, smoothing, complimentary response [+]: "He didn't say so. Why? Are you planning to move on to bigger and better things?"

(9) Bart, being somewhat paranoid, takes Carl's intended compliment as a slight insult (as though Carl had drawn his sword and had poked him with it). To him, his present job was big enough and no one else could fill it —especially Carl. In addition, it sounded to him as

though Carl might be hoping he would vacate his position. Consequently, Bart becomes irritated and, wanting to put Carl in his place, responds with a negative stroke ("grabs his sword and gives Carl a poke with it") [-]: "No, I'm not. So you'd do well to remember who's boss and that I expect extremely high performance and loyalty. Why don't you go get to work and we'll see what you can do."

(10) Carl is completely taken aback. Having been psychologically hurt by Bart's negative interaction (poke with the sword), he raises his shield to a more defensive position—just in case Bart might try to wound him again. At this point, Carl has several options: (a) try to turn things around by being submissive and responding with a positive interaction; (b) put up a fight ("draw his sword" and strike back with a negative, equally hurtful response); or (c) withdraw from the field. Still wanting to keep things as pleasant as possible, and also wanting to learn more about what is going on before he decides to strike back at his new boss, he chooses to respond with a submissive, positive stroke [+] and then withdraw to give Bart a chance to simmer down: "OK, you're the boss. I'll talk to you later." He rises and leaves Bart's office.

At this point, Bart and Carl are acquainted, but they could hardly be called friends. They do not fully understand the situation or each other. Unfortunately, circumstances as well as Bart's personality have negatively affected their initial interactions and have sown the seeds for a deteriorating relationship.

Development Phase

If Bart were less aggressive and more interpersonally mature, he would try to develop a more functional relationship with Carl. But, being egotistical, status-conscious, abrasive, and combative, he is itching to put Carl down, keep him in his place, and make him look incompetent.

(11-300) For several weeks, Bart pretends to be more friendly toward Carl—in order to learn more about Carl, find and take advantage of his weaknesses, and make Carl look bad. So that Carl will make mistakes, he purposefully withholds information that Carl needs to do his job effectively. He watches Carl's performance closely so that he can call any mistakes to other people's attention. Carl, on the other hand, is being genuinely friendly and more trusting of Bart. He is unaware of what Bart is doing and is fooled by Bart's deceptively friendly behavior. Through very little fault of his own, he does make some mistakes. When he does, Bart criticizes him ("pokes him with his sword") in front of others. Carl has

been tolerating Bart's behavior, partly because of Bart's deception, partly because Bart is his boss, and partly because, being new to the job, he expected to make some mistakes. However, Carl's attitude changes drastically when he learns from others what Bart has been doing. He becomes extremely angry—at Bart for deceiving him, and at himself for letting himself be deceived. He "takes his sword in hand."

(301) A few hours later, Bart again criticizes Carl in front of others ("pokes Carl with his sword") [-]: "That's the third time you've made that same mistake. You just can't learn, can you?"

(302) Hurt by the unfair negative feedback, and becoming angry as he thinks about what Bart has been doing to him, Carl's immediate inclination is to strike back hard at Bart ("stab him" rather than simply "poking him"—a "double negative"). But, reminding himself that Bart is his boss and could get him fired, he restrains himself and makes a mild negative response (he "only pokes Bart with his sword") [-]: "Well, if you were cooperative enough to give me all the information I need, I wouldn't keep making that mistake."

(303) Bart suddenly realizes that someone must have "clued Carl in" to what he had been doing. He also realizes that others have probably heard about his behavior. Rather than feeling embarrassed and becoming defensive, and having a need to be "one up" (not to be put down or to be outdone), he retaliates—not with just a poke of the sword (a "single negative"), but with a real stab (a "double negative") [--]: "Oh yeah! Well, we don't need a back-stabbing _ _ _ around here who's after somebody else's job."

(304) Again, Carl has three options: (a) try to turn things around by being positive and concilliatory; (b) put up a fight; or (c) withdraw from the field of battle. [In situations involving family or close friends, many people will keep trying the first option—at least until they are certain that the other person will not reciprocate. Then they may either put up a fight (if they think they can win) or retire from the battlefield (if they think they would lose).] However, Carl is so angry that he does not even consider options. Just as he might do in a poker game, he "meets Bart's wager" (Bart's stab) and "raises it" (he not only stabs Bart back, but he "twists the sword" as he pulls it out). In other words, Carl delivers a "triple negative" response [---]: "The only back-stabber around here is a phony _ _ _ who can't get along with anyone."

(305) Bart, wounded and becoming more angry, "raises the anty" and responds with a stab, a twist, and another

stab (a "quadruple negative" response) [----]: "You insolent _____ ! You think you know how to do my job, but you don't. You're not as smart as you think. And if you don't watch out, you'll never get a chance at my job!"

(306-320) The battle having begun, the ratchet effect is not only negative (downward in Figure 3), but *the negative responses intensify at an increasing rate*. The verbal battle could even become physical. In any case, the more functional working relationship that might otherwise have developed is seriously impaired.

These phenomena can be observed in emotionally heated arguments between, for example, husbands and wives, brothers and sisters, bosses and subordinates, co-workers, and union and management representatives. (Such arguments often become so emotional and irrational that the parties lose sight of the original disagreement and fight round and round over previous, less significant differences.) Because of exacerbating outside influences, interpersonal weaknesses, lack of information, miscommunication, and various conflict resolution or negotiating mistakes, the participants can unwittingly become adversaries. Such situations are extremely difficult to turn around, mostly because mutual trust and respect are difficult to rebuild once they have deteriorated to such low levels.

Maintenance Phase

Bart and Carl quickly developed a relationship reflecting mutual dislike, distrust, and disrespect. Eventually, Bart's boss intervened. He told Bart that Carl had no idea of why he had really been hired. He also told Bart that he had better get accustomed to working with Carl or he was going to be fired. Since Bart could not financially stand to lose his job, and since his boss had assured him that Carl was not promised his job, he calmed down. As a result, the relationship between Bart and Carl improved, but was maintained much like a "fragile truce."

Scenario 3: Both Positive and Negative Interactions in the "Real World"

When we left John and Mary, they were strolling arm in arm into the sunset to live happily ever after. We left Bart and Carl maintaining their relationship in a state of "cold war." Neither of the two scenarios was completely true to life. Such scenarios can and do occur, but we obviously exaggerated them to show two things: (a) that reciprocity in transactions can generate either a positive, upward ratchet or a negative, downward ratchet; and (b) *how much more quickly negative inter-*

actions can destroy a relationship than positive interactions can build one. In general, early interactions between people transpire more or less as they did between John and Mary— unless the seeds of conflict have been planted prior to a first meeting, as in the case of Bart and Carl.

As relationships develop from acquaintances into close relationships, however, some negative interactions are bound to occur. But in most cases, negative interactions do not get out of hand (as they did in Bart and Carl's case). People usually avoid negative interactions during the developmental phase —especially if (a) important job-related interdependencies exist between them, and/or (b) significant emotional interdependencies are developing between them. In addition, most people usually conform rather closely to social conventions, which call for controlling negative emotions and restraining hostile behavior—especially in public.

In real life, the maintenance phase involves some of John and Mary's behavior and some of Bart and Carl's behavior. Even though close relationships are generally maintained at a positive, functional level reflecting mutual respect, trust, and concern, conflicts can still be caused by outsiders, environmental irritants, misunderstandings, and interpersonal mistakes. Most conflicts are small and fairly easily resolved. Some, however, cause emotional scars that heal much more slowly. Most of these scars do heal—especially with time. But some never heal and constantly cause flare-ups. In other words, close relationships all have their ups and downs. The secret is having the love, sensitivity, understanding, honesty, knowledge, skill, and maturity to keep them positive, constructive, and mutually beneficial and rewarding.

The Dynamics of Relationships in Groups

The dynamics involved in the development and maintenance of relationships in groups are considerably more complicated. Positive and negative interactions are multiplied many times.

This is especially true in organizations, where job-related interactions are interspersed with socially-oriented interactions. For example: In a group having a boss and three subordinates (or a leader and three followers), there are eighteen possible combinations of job-related and socially-oriented relationships (nine of each). In a group having a boss and four subordinates, there are forty-four possible relationships. As more and more subordinates or followers are added, the number of relationships keeps increasing algebraically. Thus, in a group having a boss and twelve subordinates, there are more than twenty-four thousand possible job and interpersonal relationships.

The formation and maintenance of group relationships is also complicated by the fact that each member will tend to interact more frequently and intimately with one or two other members. It follows, then, that their relationships with the rest of the members will be less close. This often causes petty jealousies, which, in turn, can cause interpersonal conflicts.

It has been our observation that relationships between two individuals have greater potential to be close, sincere, functional, satisfying, and maintainable than relationships between members of groups. As someone once pointed out, when two people are experiencing a conflict, a compromise can be worked out in which neither wins nor loses; but when three or more people are experiencing a conflict, the chances are greater that someone will win and someone will lose.

We will discuss group behavior in more detail in Section 3 of Part II.

SECTION 2

Interpersonal Styles

As one might expect, there are numerous interpersonal styles, some of which are more distinctive than others. Each particular style (a) consists of a particular set of general or overall interpersonal behavior patterns, and (b) involves a particular orientation to relating with other people.

People's interpersonal styles are influenced by many environmental (external) and personal (internal) factors. Some of the external factors that can be most influential are:

    a.   parents' and relatives' abilities (skills, knowledge, experience), ego states, life positions, values, personality traits, expectations, and resulting interpersonal styles;

    b.   social norms exercised by peers;

    c.   educational systems; and

    d.   religious organizations.

One's own personal factors, which have usually been influenced by external factors to a significant degree, include: abilities, needs/drives, values, personality traits, goals, and expectations. They also include ego states, life positions, interpersonal dimensions, and approach orientations. Largely because different types of people have been influenced in different ways and to different degrees by both external factors and their own personal traits, they have different interpersonal styles.

This section does two things. It describes various interpersonal styles in terms of (a) associated attitudes and behavior patterns, and (b) associated or underlying ego states, life positions, and approach orientations. It also describes and explains the styles in terms of underlying levels of groups of personal traits.

Before we can describe interpersonal styles in terms of the behavior patterns and underlying traits involved, we must first introduce you to our model, *The Interpersonal Target*™ (**Figure 6** on page 30).To do so, we will discuss (a) the basic concepts that underlie its design, (b) the four basic groupings of traits shown on it, (c) how to prepare it for interpretation, and (d) how to interpret what it indicates about an individual's tendency to use a particular interpersonal style.

We should point out that we do not discuss how a person who has a particular style developed the underlying traits and orientations. This can best be done by an expert who is able to review an individual's trait profile and discuss the individual's background in detail. Nonetheless, having identified your own predominant style, and understanding the associated or underlying trait levels, ego state, life position, and behavior patterns, you should be able to review Part I (Sections 1 through 3) and Section 1 of this Part and develop a fairly good explanation of who you have become and why you behave toward others as you do.

[Note: To understand and use The Interpersonal Target™, one should already have (a) read the segment of the series entitled *The Individual: A System of Characteristics*, (b) filled out the Personal Inventory Format in that segment (reproduced here as *Appendix A* for your convenience), and (c) taken the standardized psychological tests that measure levels of the values, needs/drives, and personality traits discussed in that segment. Abbreviated trait descriptions are provided in pages IR(1)-4 through IR(1)-7 of Part I.]

Figure 4: **Relationships Among Underlying Personal Influences**
on an Individual's Interpersonal Style

STYLE

"tip of the iceberg"

water line

"beneath the surface"

PERSONAL
NATURE

Underlying
level of
Self-Orientedness

Associated
attitudes about
self, others, and
relationships
with others

Underlying
level of
People-Orient'dnss

PERSONAL
NATURE

Underlying
levels of
Self-Related
Capabilities

Underlying
levels of
Self-Oriented
Motive/Attitudinal
Traits

Underlying
levels of
People-Oriented
Motive/Attitudinal
Traits

Underlying
levels of
People-Related
Capabilities

Introduction to
The Interpersonal Target™

Underlying Concepts

People's basic or predominant interpersonal styles directly result from influences exerted by existing levels of characteristics that make up their "natures"—characteristics such as needs/drives, knowledge factors, skills, attitudes, values, and personality traits. [Because the formation or development of existing levels of people's characteristics has previously been influenced by environmental factors, it can be said that environmental factors indirectly influence people's interpersonal styles.]

One way to relate people's interpersonal styles with their personal natures is to picture icebergs afloat in the ocean. (See **Figure 4**). Like the tips of icebergs, people's styles are the very small parts visible above the surface. Their personal natures—the larger parts by far—lie more or less hidden beneath the surface.

Another way to look at relationships between people's personal characteristics and interpersonal styles is to think of the icebergs as pyramids. As shown in Figure 4, people's styles are (internally) influenced by their natures. Underlying their natures, in turn, are their levels of two major, interacting "orientations":

Self-orientedness: The overall level of one's *self orientation* is a combination of (levels of) concern for, attention to, and ability to satisfy one's own needs, motives, and goals. It reflects self-assertiveness with respect to one's identity, individuality, and personal gratification.

People-orientedness: The overall level of one's *people orientation* is a combination of concern for, attention to, and ability to sense and to deal both conscientiously and benevolently with the needs and feelings of others. It can be more or less equated with one's "communality"—that is, one's sense of community, interdependence, and need to interact with others in a caring and sharing manner.

Attitudes regarding one's self, others, and one's relationships with others tend to be associated with different combinations of levels of self- and people-orientedness.

Underlying people's levels of self- and people-orientedness are their levels of specific personal characteristics. These characteristics can be divided into four groups:

1. Self-oriented motive/attitudinal traits;
2. Self-related capabilities;
3. People-oriented motive/attitudinal traits; and
4. People-related capabilities.

In this section we discuss how different styles are underlain to a very great extent by (a) different combinations of levels of self-orientedness and people-orientedness, and (b) different combinations of levels of specific self-oriented and people-oriented characteristics.

We had several reasons for designing The Interpersonal Target™ to account for the influences of both motives and capabilities on people's interpersonal styles.

First, people's interpersonal behavior is affected not only by their overall levels of concerns for themselves and others, but also by their self- and people-related capabilities. For example:

Some people are highly motivated to behave in a more selfless, people-oriented manner, but they are not really able to do so as effectively as they might. In effect, the people-orientedness of their behavior is limited by an inadequate overall (averaged) level of people-related capabilities. Even so, their high level of concern for others cannot help but be reflected in their behavior, thereby making up for their low level of capabilities to some extent. Normally, therefore, their actual behavior tends to be less people-oriented than their high level of concern for others, but more people-oriented than their lower level of people-related capabilities.

Other people may be able to behave in a highly people-oriented rather than self-oriented manner, but they are not really motivated or inclined to do so. In effect, their low concern for people limits the use of their interpersonal capabilities. Even so, their overall high level of people-related capabilities is bound to be reflected in their behavior, thereby making up for their low level of concern for people to some extent. Normally, therefore, these people's actual behavior tends to be less people-oriented than their high overall level of capabilities, but more people-oriented than their much lower level of concern for others.

Second, people's attitudes about themselves, others, and their relationships with others are affected not only by drives, values, and certain attitudinal traits, but also by capabilities such as social insight and interpersonal sensitivity.

Third, people's motive/attitudinal traits and capabilities tend to influence each other. For example: The higher one's concerns for people, the greater the probability that one will develop one's interpersonal skills. Conversely, the greater one's interpersonal skills, the higher the probability that one will

Figure 5: The Interpersonal Target^{TM} *(Simplified Version)*
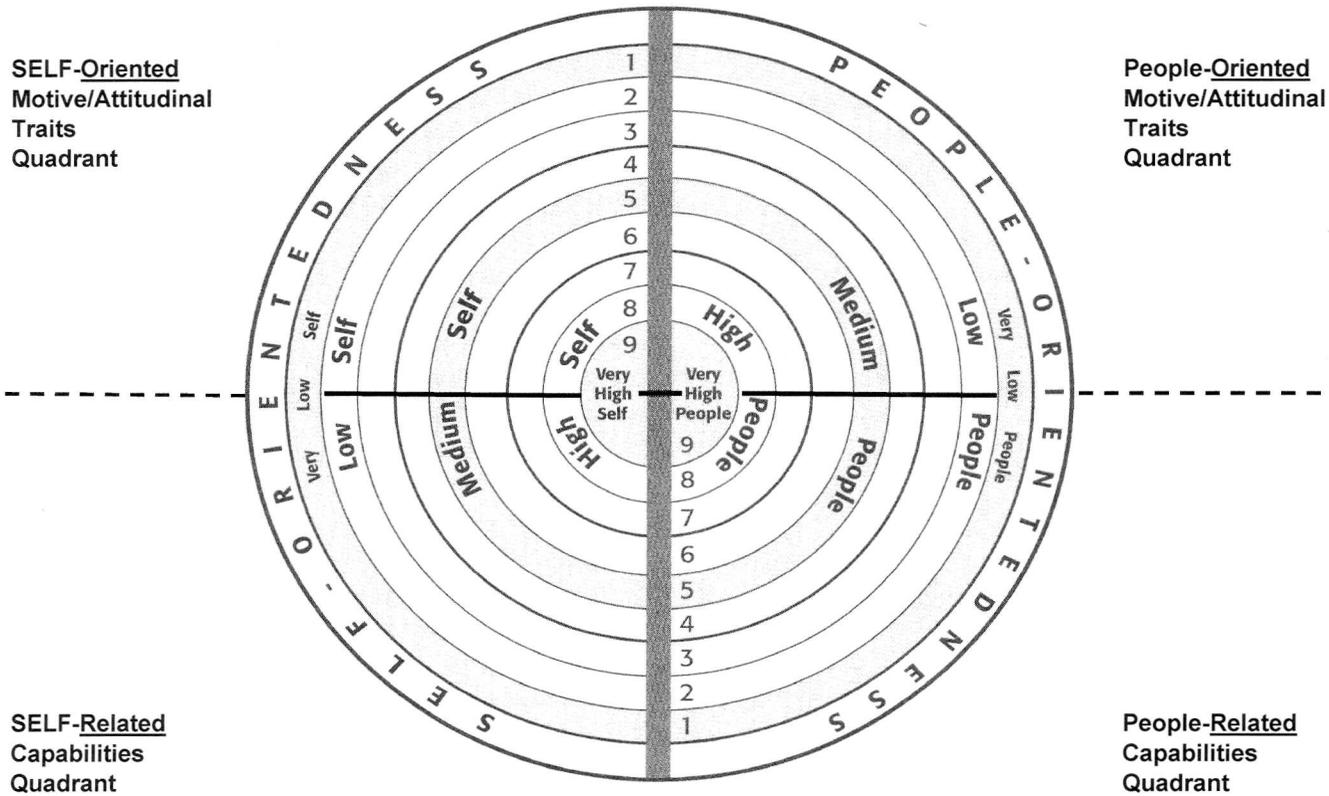
SELF-Oriented
Motive/Attitudinal
Traits
Quadrant

People-Oriented
Motive/Attitudinal
Traits
Quadrant

SELF-ORIENTEDNESS

PEOPLE-ORIENTEDNESS

Very Low Self — Low Self — Medium Self — High Self — Very High Self

Very High People — High People — Medium People — Low People — Very Low People

1 2 3 4 5 6 7 8 9 / 9 8 7 6 5 4 3 2 1

SELF-Related
Capabilities
Quadrant

People-Related
Capabilities
Quadrant

experience positive feedback from others and will develop positive attitudes regarding people and relationships with them.

Simplified Version of
The Interpersonal Target™

Figure 5 is a simplified version of our model. It depicts a target that has been split in half so as to indicate the two major underlying aspects of any individual's interpersonal na-ture: the self-orientation and the people-orientation. The left half is divided into three broad levels of self-orientedness (low, medium, and high) and nine narrower levels ranging from "very low" (1) on the outside of the target to "very high" (9) in the center (the bulls-eye). The right half, representing people-orientedness, is divided in the same manner.

Five very distinctive styles—and many styles in between— can be described and explained in terms of this model. They can also be described in terms of a grid framework, which, as shown in Figure 8 (page 38), indicates the various styles we will be discussing in terms of points at which particular

levels of self- and people-orientedness intersect. (Because there are numerous degrees of highs, mediums, and lows, all possible combinations of levels of self- and people-orientedness cannot be shown in these figures.)

It is important to keep in mind that the styles we will be discussing are distinctive. A particular individual's style may be (a) one of these distinctive styles; (b) closer to one or the other of these styles; or (c) somewhere between two or more of these styles. *Therefore, we caution readers not to stereotype people and make the mistake of thinking about their own or others' interpersonal styles as necessarily being one of the distinctive styles under discussion.*

Describing and Explaining Styles in Terms of Personal Characteristics

Self-Oriented and People-Oriented Motive/Attitudinal Traits and Capabilities on the Target

Figure 6 (next page) is the expanded or full version of The Interpersonal Target.™ To derive it, we have superimposed selected personal characteristics on the simplified version (Figure 5). Some of these characteristics have been designated as motive/attitudinal traits, some as capabilities, and some as both. Most of these traits influence or relate to the self-orientation or to the people-orientation, but some influence or relate to both orientations.

Target characteristics have been placed in four quadrants, each of which contains a particular category of personal characteristics:

1. Self-oriented motive/attitudinal traits appear in the top left quadrant.
2. Self-related capabilities appear in the bottom left quadrant.
3. People-oriented motive/attitudinal traits appear in the top right quadrant.
4. People-related capabilities appear in the bottom right quadrant.

[Note: Those who are familiar with The Managerial Target® will notice that we have substituted the terms "self-oriented" and "self-related" for the terms "task-oriented" and "task-related." They will also notice that certain characteristics on The Managerial Target® have been replaced with more appropriate characteristics. The relationships between these two

models should already be obvious. Managerial and leadership styles are, in most cases, directly related to interpersonal styles. For example, the level of one's "self-orientation" largely underlies the level of one's "task-orientation."]

Self-Oriented Motive/Attitudinal Traits

Characteristics that in some way influence, relate to, or reflect an individual's "concern for and attention to (self-centered) self-fulfillment" include:

Needs/Drives: ego and (self-centered) self-actualization needs.

Values: the economic and practical-mindedness values; the political and leadership values; the needs/concerns for achievement, recognition, and independence (in vocational and avocational areas); goal-orientedness (in vocational and avocational areas); and the intellectual (theoretical) value (as applied in vocational and avocational areas).

[We use the term "vocational" to refer to occupational or job pursuits, while using the term "avocational" to refer to hobbies and recreational pursuits.]

Personality traits: self-confidence (in vocational and avocational areas); dominance (self-assertiveness); and responsibility.

Based on our own and others' observations, experience, and studies, we consider ten of these characteristics to be "key traits." These are denoted by capital letters and shaded "wedges" on the Target.

Self-Related Capabilities (or "Inputs")

Characteristics that in some way influence, relate to, or reflect an individual's ability (or inability) to satisfy self-centered needs, motives, and goals include:

Basic mental and physical abilities: academic intelligence; communicative/persuasive skills; and general health and energy.

Specialized mental abilities (vocational and avocational): specialized mental skills such as mechanical visualization, mechanical comprehension, and clerical speed and accuracy.

Other specialized skills (vocational and avocational): for example—the abilities to operate certain equipment or to

Figure 6: The Interpersonal Target ™ (Expanded Version)
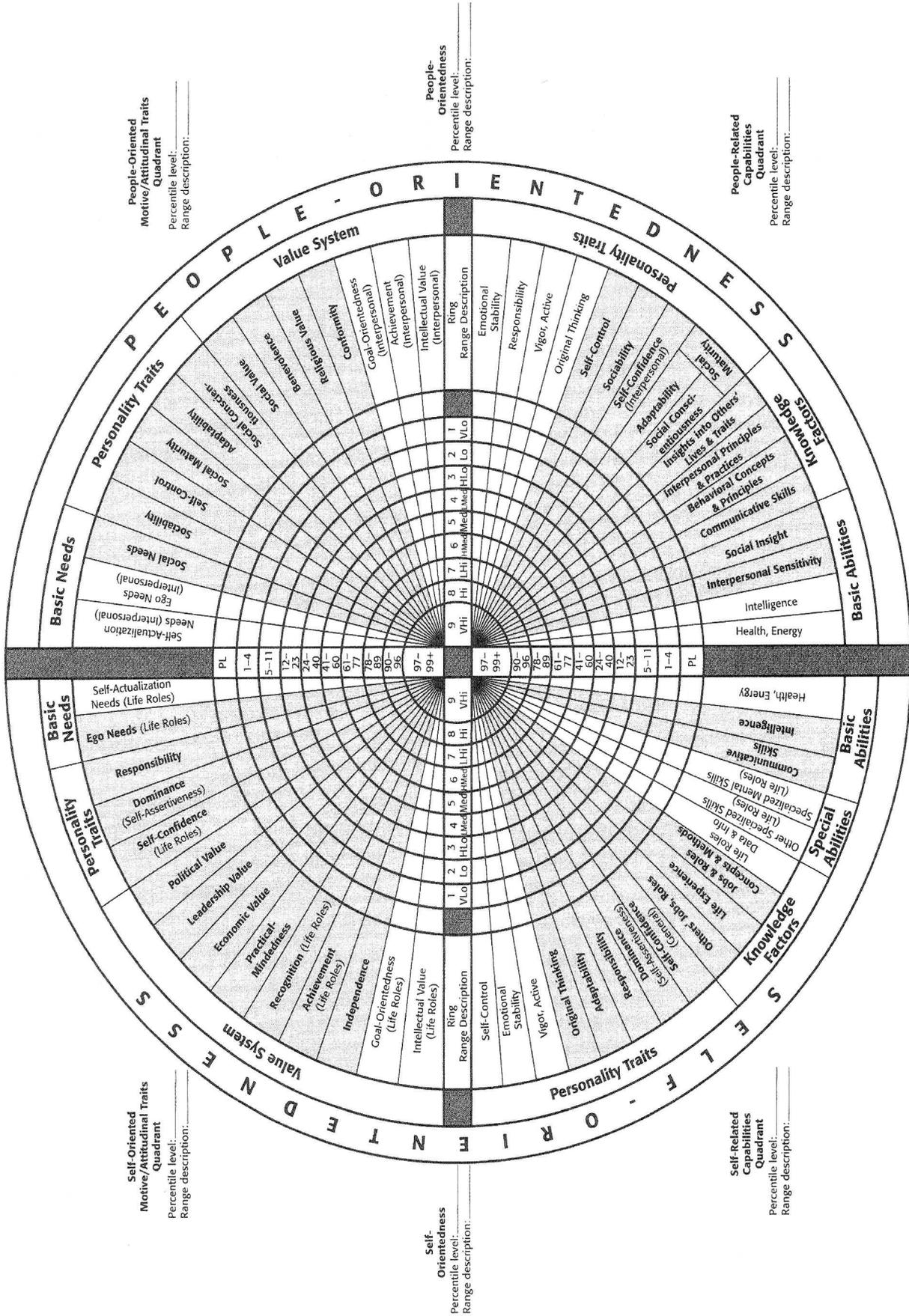
process information relating to vocational or avocational pursuits.

Knowledge factors (vocational and avocational): data/ information relating to vocational and avocational pursuits; concepts and methods involved in vocational/ avocational pursuits; experience relating to vocational and avocational pursuits; and knowledge of the roles or responsibilities of other people involved in one's vocational and avocational pursuits.

Personality traits: self-confidence; self-assertiveness (dominance); responsibility; adaptability (flexibility/tolerance); original thinking; vigor/active; emotional stability; and self-control. These traits are included among capabilities for two reasons. First, they reflect psychological capabilities as well as motives and attitudes. Second, they are generally defined as "tendencies to behave in certain ways." Thus, they contribute to one's ability (or inability) to behave in a manner that brings about (self-centered) personal fulfillment.

Based on our own and others' observations, experience, and studies, we consider ten of these characteristics to be "special capabilities," and have denoted them as such on the Target with capital letters and shaded wedges.

People-Oriented Motive/Attitudinal Traits

Characteristics that in some way influence, relate to, or reflect an individual's "concern for people" (concern for and attention to the fulfillment of others' needs, feelings, and goals) include:

Basic needs/drives: social needs; (interpersonal aspects of) ego needs; and (interpersonal aspects of) self-actualization needs.

Values: the social and benevolence values; the religious value; recognition (with respect to interpersonal matters); goal-orientedness (with respect to interpersonal relationships); achievement (with respect to interpersonal matters); and the intellectual value (with respect to interest in interpersonal matters).

Personality traits: social conscientiousness; adaptability; social maturity (mature relations); self-control; and sociability.

Based on our own and others' observations, experience, and studies, we consider nine of these characteristics to be "key traits," and have so denoted them on the Target with capital letters and shaded wedges.

People-Related Capabilities (or "Inputs")

Characteristics that in some way influence, relate to, or reflect an individual's ability (or inability) to relate effectively with others include:

Basic mental and physical abilities: interpersonal sensitivity (e.g., the ability to empathize with others); social insight; communicative skills; intelligence; and health and energy.

Knowledge factors: behavioral concepts and principles; interpersonal principles and practices; information/insights regarding others' (family's, friends', teammates', co-workers') characteristics, goals, problems, and behavior.

Personality traits: social conscientiousness and adaptability (which underlie social maturity); (interpersonal) self-confidence; sociability; self-control; original thinking; vigor/active; responsibility; and emotional stability. Personality traits have been included among people-related capabilities for essentially the same reasons they were included among self-oriented capabilities. First, they reflect psychological capabilities as well as motives and attitudes. Second, being "tendencies to behave in certain ways," they affect one's ability (or inability) to relate effectively with others.

Based on our own and others' observations, experience, and studies, we consider eleven of these characteristics to be "special capabilities," and have so denoted them on the Target with capital letters and shaded wedges.

Again, all Target characteristics listed in the four categories above—plus a few other traits—are defined in the first few pages of Part 1.

Note: Inasmuch as interpersonal behavior is phenomenally complex, different experts tend to describe or define behavior patterns in different terms. Largely for this reason, psychological traits and their definitions are not particularly standardized. Many of the traits (terms) used on The Interpersonal Target™ have been selected from several widely used psychological measurement instruments. Traits found in other good measurement instruments, however, could also have been used, since many correspond with or are closely related to the traits we have used on the Target. Therefore, because complex behavior can be described or defined using different terms, it must be acknowledged that there is some room for discussion regarding Target traits and their definitions.

Preparing The Interpersonal Target™ for Interpretation

By using the expended version of the Target, various levels of specific characteristics can be associated with various levels of self- and people-orientedness, and, thus, with various interpersonal styles. Those who wish to use this model to analyze their traits and gain insight into themselves and their relationships with others should follow the procedures outlined below.

So that individuals will use this model wisely and effectively, its use should be put into proper perspective before we continue.

We believe that, in its present stage of development, The Interpersonal Target™ is a highly advanced, sophisticated model for gaining insight into personal characteristics' influences on interpersonal behavior. Even so, we are the first to acknowledge that what it shows about an individual's nature and interpersonal style tendency is not necessarily accurate. This, however, is understandable when one considers the complexity of interpersonal behavior. The personal and external influences on interpersonal behavior are many, complex, difficult at best to identify and understand, and difficult to measure and judge accurately. Consequently, it is virtually impossible to determine exactly which combinations of which levels of which characteristics underlie particular aspects of particular interpersonal styles. As a result, The Interpersonal Target™, like any model, cannot relate personal characteristics to various styles with 100% accuracy, certainty, or reliability. How effectively it is used, therefore, largely depends upon a user's (a) understanding of Target concepts, (b) ability to judge human characteristics and behavior accurately, (c) awareness and consideration of Target limitations, and (d) ability to interpret what the Target indicates about an individual's nature and style tendency.

We say this neither as an apology nor as a disclaimer. We say it to (a) alert Target users to the fact that the model does have limitations, and (b) impress upon them the importance of familiarizing themselves with Target concepts and procedures.

Phase 1: Determining Trait Levels and Recording Them on the "Trait Assessment Worksheet"

Essentially, this initial phase involves performing several basic steps for each trait listed on the "Trait Assessment Worksheet /Trait Profile" (*Appendix* A).

First: Determine the trait level, expressing it as a number from 1 ("very low" or the lowest possible level) to 99 ("very high" or the highest possible level). [All trait levels on the Target are expressed in this manner. With the exception of basic needs/drives, the number is a "percentile." A percentile figure indicates an individual's "rank" within a certain population (group of people), some of whom are probably higher in the particular trait and some of whom are probably lower.]

Second: Record the particular trait's (percentile) level in the appropriate column on the Trait Assessment Worksheet.

Phase 1 is probably the most important of the entire procedure, because the accuracy and validity of what the Target indicates about an individual's nature and interpersonal style tendency largely depend upon the accuracy and validity of trait level determinations. This phase is also the most difficult and time-consuming to perform, especially if the first of two methods is used.

The first method, which can be used to determine the level of any trait on the worksheet, is to make personal assessments (judgments or estimates). The second method, which can be used to determine the levels of most traits on the Target, is to obtain "raw scores" from standardized psychological measurement instruments and translate them into percentile levels (using tables in the test manuals and in the Supplementary Manual available from R. D. Cecil and Company). It should be pointed out that some traits on the Target require personal assessments because there are no standardized instruments for measuring them. This applies to most knowledge factors, some specialized abilities, and some basic abilities. On the other hand, standardized instruments for measuring needs/drives, values, and personality traits are available—to those who are qualified to administer them.

We recommend using scores from standardized measurement instruments whenever possible. Test scores are generally more accurate and reliable because they are designed to (a) be impersonal and unbiased, (b) minimize distortion or falsification, (c) be valid and reliable, and (d) alleviate errors in judgment that can be made by self-assessors.

The accuracy and validity of personal assessments largely depend upon one's (a) understanding of traits and how they relate to each other; (b) objectivity (which is a function of self-honesty); (c) understanding of "self," and (d) observation and understanding of others' traits and behavior (with which one's own can be compared).

Total objectivity and self-honesty are found in few human beings. Therefore, one must be careful not to make several common errors when making self-assessments.

A. *Capabilities*: Those who have very positive self-images tend to over-estimate the levels of their capabilities, while those who are very introspective and self-critical tend to under-estimate them.

Many if not most people do not like to think of themselves as having "average capabilities," even though some of their capabilities may in fact be average. Consequently, they can tend to assess levels that are somewhat higher than average.

B. *Values*: Rather than assessing their values at true or realistic levels, many individuals are inclined to assess them at levels that would be considered desirable by other people (whose views may be important to them for one reason or another).

C. *Personality Traits*: People in general have a tendency to assess the levels of their personality traits within the *medium* or *average* range, believing either (a) that this is about where their levels should be, or (b) that being too much higher or lower would indicate some degree of abnormality.

Phase 2: Adjusting Worksheet Data and Recording It on the Target

Once the levels of all characteristics on the Worksheet have been determined or estimated, each of the following steps should be performed according to instructions in the Supplementary Manual.

Step 1: "Fine-tune" the levels of traits—especially those for which we have made a distinction between an "vocational/avocational level" on one hand and an "interpersonal level" on the other. (This applies, for example, to self-actualization needs, the achievement and goal-orientedness values, and self-confidence.)

Step 2: Review worksheet data, looking for any traits whose levels are significantly out of line with understandable patterns or intercorrelations found among other important traits, and adjust the data accordingly.

Step 3: Transfer worksheet data to the Target

Step 3 involves the following sub-steps: (1) write the percentile level of a trait in the "PL" ring where the trait wedge intersects that ring; and then (2) shade the area of the wedge that corresponds to the percentile range within which the percentile level lies. (See **Figure 7** on the next page.)

Phase 3: Computing the Overall (Percentile) Level of Each Target Quadrant

The "overall level of a quadrant" is defined as the weighted average of the respective levels of the characteristics in the quadrant.

Weights Assigned to Characteristics

Characteristics in each of the four quadrants are assigned weights based on their relative importance in terms of (a) the significance of their influence on self- or people-orientedness, and (b) the extent to which they are indicative of a tendency toward a particular interpersonal style. Thus, a weighted average (rather than a simple arithmetic average) is used to take into account the differences in importance of the various traits. Accurate weighting, however, is extremely difficult if not impossible, largely because relationships between personal characteristics and self- and people-orientedness are so complex.

Nevertheless, we have adopted a weighting system that we consider to be fairly realistic, and, therefore, satisfactory—even though, under some circumstances, it may not produce the most accurate indications of an individual's nature and style tendency. Based on our own and others' observations, experience, and studies, we are presently assigning the following weights:

Key Self- and People-Oriented Motive/Attitudinal Traits (key traits in the two top quadrants) are each assigned a weight factor of five (5). We consider them to be five times as influential and indicative as the other motive/attitudinal traits, to each of which we give a weight factor of one (1).

Special Self- and People-Related Capabilities (special capabilities in the two bottom quadrants) are each assigned a weight factor of two (2). We consider them to be twice as influential and indicative as the other capabilities, to each of which we give a weight factor of one (1).

Computational Procedure

The following is the quickest procedure for computing a quadrant's "overall level." This procedure should be performed for each of the four quadrants in its turn.

Step 1: Add the percentile levels of all key traits or special capabilities in the quadrant.

Figure 7: Examples of Assessment/Estimated Data Recorded on the Target

The fan/target diagram contains the following labels:

Spoke labels (from left): Self-Actualization Needs (Interpersonal); Ego Needs (Interpersonal); Social Needs; Sociability; Self-Control; Social Maturity; Adaptability; Social Conscientiousness; Social Value; Benevolence; Religious Value; Recognition (Interpersonal); Goal-Orientedness (Interpersonal); Achievement (Interpersonal); Intellectual Value (Interpersonal)

Ring (PL) rows on left axis: PL, 1–4, 5–11, 12–23, 24–40, 41–60, 61–77, 78–89, 90–96, 97–99+

Recorded values in rings: 91, 58, 40

Bottom scale:

9	8	7	6	5	4	3	2	1		Ring
VHi	Hi	LHi	HMed	Med	LMed	HLo	Lo	VLo		Range Description

Copyright © 1976, 2006, 2012 by R. D. Cecil & Co.

Step 2: Multiply the sum obtained in step 1 by the appropriate weight factor (5 for key motive/attitudinal traits; 2 for special capabilities).

Step 3: Add the percentile levels of the remaining characteristics in the quadrant. (Since the remaining characteristics in all four quadrants each have a weight factor of 1, there is no need to multiply by a weight factor.)

Step 4: Add the results of steps 2 and 3.

Step 5: Compute the quadrant's overall percentile level by dividing the results of step 4 by the total number of weights in the quadrant.

    a.   For the *self-oriented motive/attitudinal traits quadrant*, divide the sum obtained in Step 4 by 54 [(10 X 5) + 3].

    b.   For the *people-oriented motive/attitudinal traits quadrant*, divide the sum obtained in step 4 by 55 [(10 X 5) + 5].

    c.   For the *self-related capabilities quadrant*, divide the sum obtained in step 4 by 27 [(10 X 2) + 7].

    d.   For the *people-related capabilities quadrant*, divide the sum obtained in step 4 by 28 [(11 X 2) + 6].

Step 6: Record the overall quadrant level (expressed as a percentile figure from 1 to 99) in the space provided next to the quadrant. Write the descriptive term for this percentile level in the space provided directly below.

Relationships Between the Levels of Characteristics in a Quadrant and the Quadrant's Overall Level

The following is a statement of the basic relationships between the levels of certain characteristics in a quadrant and that quadrant's overall level:

An individual's overall quadrant level depends upon the levels of all characteristics in the quadrant, but particularly upon the levels of the more heavily weighted characteristics. Obviously, the higher the levels of all quadrant characteristics—particularly the key traits or special capabilities—the higher the individual's overall quadrant level.

These basic relationships are reflected in all three of the following examples.

Example 1: A particular individual's level of "concern for and attention to self-centered fulfillment" is almost certain to be within, say, the hig*h* (90th to 96th percentile) range if (a) that individual's levels of key self-oriented motive/attitudinal traits fall within that range (or, more likely, are all grouped within and close enough around that range so that their average level lies therein); and (b) that individual's levels of most other self-oriented motive/attitudinal traits are not significantly lower.

Example 2: A particular individual's level of "concern for and attention to people" is almost certain to be within, say, the very low (1st to 4th percentile) range if (a) that individual's levels of key people-oriented motive/attitudinal traits fall within that range (or, more likely, are grouped within and close enough around that range so that their average level lies therein); and (b) that individual's levels of most other people-oriented motive/attitudinal traits are not significantly higher.

Example 3: A particular individual's level of overall "people-related capability" is almost certain to be within, say, the average or medium (41st to 60th percentile) range if (a) that individual's levels of special people-related capabilities lie within that range (or, more likely, are distributed evenly enough within, above, and below that range so that their average level lies therein); and (b) that individual's levels of most other people-related capabilities are distributed evenly enough within, above, and below that range so that their average level is not significantly higher or lower.

Phase 4: Computing the Overall (Percentile) Levels of Self- and People-Orientedness

An individual's "overall level of self-orientedness" can be defined as the weighted average of his or her level of the two self-related quadrants. Similarly, an individual's "overall level of people-orientedness" can be defined as the weighted average of his or her levels of the two people-related quadrants.

Weights Assigned to Quadrants

While both motives and capabilities exert important influences on interpersonal behavior, it is our judgment that motive/attitudinal traits (as a group) are more important than capabilities (as a group). This judgement is based upon our own and others' observations and studies—especially those of experts such as Maslow,[3] Herzberg,[4] McClellend,[5] and Drucker[6]—which indicate that motivational factors are the primary personal influences on behavior. Consider these points:

A. Regardless of the levels of an individual's capabilities, he or she must be sufficiently motivated to use them. It is motivation that transforms available capabilities into applied capabilities.

B. One's motivation influences the manner and spirit in which, the degree to which, and the efficiency and effectiveness with which one uses his or her capabilities.

C. In general, people tend to behave in ways that reflect their motive/attitudinal traits to a greater extent than the levels of their capabilities.

D. In general, the extent to which higher levels of motive/attitudinal traits compensate for lower levels of capabilities appears to be greater than the extent to which higher levels of capabilities tend to compensate for lower levels of motivational factors.

Because interpersonal behavior is so complex, it is virtually impossible to determine the relative importance of motive factors (as a group) and capabilities (as a group). Nevertheless, we have adopted a weighting system that we consider to be satisfactory—even though, under some circumstances, it may not produce totally accurate indications of an individual's nature and style tendency. Based on the opinions and considerations mentioned above, it is our view that motive/attitudinal traits (as a group) are twice as important as capabilities (as a group). This is tantamount to saying that interpersonal behavior is two-thirds due to motivation and attitudes and one-third due to ability.

At present, therefore, we are assigning a weight factor of two (2) to each of the motive/attitudinal traits quadrants, while assigning a weight factor of one (1) to each of the two capabilities quadrants.

Having said this, we should hasten to make two additional points: Weighting motive/attitudinal traits quadrants twice as heavily as capabilities quadrants seems to be most appropriate for explaining existing interpersonal behavior tendencies. With respect to altering interpersonal behavior patterns, however, we would put more emphasis (weight) on improving capabilities. This is because (a) behavior can usually be altered more easily and effectively than attitudes (especially in the short term), and (b) improving knowledge, skills, and purposeful behavior helps bring about an improvement in attitudes (through positive feedback from greater success).

Computational Procedure

To determine an individual's "overall level of self-orientedness" and "overall level of people-orientedness," we use the following procedure. This procedure should be performed for each Target hemisphere (side of the Target) in its turn.

Step 1: Multiply the overall percentile level of the motive/attitudinal traits quadrant by 2.

Step 2: Add the overall percentile level of the (corresponding) capabilities quadrant to the result obtained in Step 1.

Step 3: Divide the result obtained in step 2 by "3" (the total number of weights given to the two quadrants — 2 + 1). The result is the overall level of self-orientedness or people-orientedness expressed as a percentile level.

Step 4: Record the overall level of self- or people-orientedness in the appropriate space provided next to the Target. (The overall level can also be indicated on the Target by circling the appropriate percentile range block on the horizontal scale that separates the top and bottom quadrants.)

Relationships Between Quadrants' Levels and Overall Levels of Self- and People-Orientedness

The following is a statement of the basic relationships between the overall levels of the top and bottom quadrants and the overall levels of self- and people-orientedness.

An individual's overall level of self-orientedness (or people-orientedness) depends upon the overall level of concern for self-centered gratification (or concern for people) and the overall level of self-gratification ability (or people-related ability), but particularly upon the level of concern (motivation), since it is more important and is given more weight. Obviously, then, the higher the overall levels of both top and bottom quadrants—particularly the motive/attitudinal traits quadrant—the higher the individual's overall level of self-orientedness (or people-orientedness) and the greater the probability that he or she will actually behave in a highly self-centered (or people-oriented) manner.

These basic relationships are reflected in all three of the following examples:

Example 1: An individual's level of people-orientedness is almost certain to be within, say, the low high (78th to 89th percentile) range, and the individual will tend to behave in a rather highly people-oriented manner, if (a) his or her level of concern for and attention to people (weighted average of the levels of people-oriented motive/attitudinal traits) lies within the low high range; and (b) his or her overall level of people-related ability (weighted average of the levels of people-related capabilities) is either equally high, slightly higher, or not significantly lower.

Example 2: A person's level of self-orientedness is almost certain to be within, say, the low (5th to 11th percentile) range, and the person will tend to behave in a manner that is not particularly self-centered, if (a) his or her level of concern for self-gratification (weighted average of the levels of self-oriented motive/attitudinal traits) lies within the low range; and (b) his or her overall level of self-related ability (weighted average of the levels of self-related capabilities) is either equally low, slightly lower, or not significantly higher.

Example 3: An individual's level of people-orientedness is almost certain to be within, say, the low average or medium low (24th to 40th percentile) range, and he or she will tend to behave in a manner that is nearly medium or average in people-orientedness, if (a) his or her level of concern for and attention to people (the overall level of the people-oriented motive/attitudinal traits quadrant) lies within the low average or low medium range; and (b) his or her overall level of people-related (interpersonal) ability (the overall level of the people-related capabilities quadrant) is either the same, not too much higher, or not too much lower.

Phase 5: Interpreting What The Interpersonal Target™ Indicates about an Individual's Interpersonal Style Tendency

Before we proceed with a discussion that will help Target users to understand, explain, assess, and predict an individual's interpersonal style in terms of self-centeredness and people-orientedness, several points should be made very clear.

External (environmental) forces or factors such as the natures of jobs, social norms and sanctions, styles of others with whom one has contact, the nature and structure of an organization, and various institutions (religious, governmental, economic, etc.) all influence a person's interpersonal style in some way and to some degree. They can also influence the levels of that person's characteristics over a period of time. The Interpersonal Target™, however, does not take these influences into account—at least not explicitly. It only indicates a person's levels of specific characteristics, groups of characteristics, and overall self- and people-orientedness at a given point in time. It does not (cannot) explicitly indicate the manner in which or extent to which external factors may have influenced or may be influencing these levels.

Thus, what The Interpersonal Target™ indicates, essentially, is an individual's *tendency* toward a particular interpersonal style. Because it does not indicate whether this tendency is being reinforced or overridden by external influences, however, it does not necessarily prove that the style indicated is actually that being used by the individual. Nevertheless, by indicating *how that person could tend to behave in the absence of contravening or modifying influences (as though the person were behaving within a vacuum)*, the model can help one to understand, explain, assess, or predict an individual's style.

Below are eight prominent headings. Three of these headings deal with only one particular style. The five other headings each deal with two basically similar styles, one of which is slightly more extreme or distinctive than the other. In all, therefore, we describe and discuss thirteen styles. For each style, we do the following:

First, we provide a basic description of the style.

Second, to help Target users determine whether or not an individual's Target profile indicates a tendency toward that particular style, we specify the percentile level ranges of self- and people-orientedness that underlie a definite tendency toward that style. We also discuss the levels of significant underlying personal characteristics.

Third, we describe the style in terms of the following: (a) the associated/ underlying primary ego state and life position; (b) the ego enhancement and defense mechanisms used; (b) the associated interpersonal dimensions; (c) behavior associated with the approach, development, and maintenance phases of relationships; and (d) basic behavior in groups.

Fourth, we relate the managerial/leadership, parental, marital, occupational, and typological tendencies of those who have the nature and behavioral tendencies described.

In doing all of the above, we are attempting to interrelate the interpersonal phenomena previously discussed (in Parts I and II) and associate them with overall patterns of behavior.

Although there are eighty-one possible combinations of the Target's nine ranges of self-orientedness and nine ranges of people-orientedness, we will not be discussing all of them. The remaining combinations of levels of orientations lie between, and in many cases border, the styles we will be discussing. Again, we must caution readers not to stereotype themselves and others as necessarily being one of the more distinctive types of people.

As we discuss the various styles, we will often express underlying combinations of levels of self-and people-orientedness in an abbreviated, bracketed notation—such as [6,4]. In all cases, the overall "ring level" of self-orientedness is placed ahead of the comma; the overall "ring level" of people-orientedness is placed after the comma. Thus, [6,4] means the person is in the 6th range/ring of self-orientedness (the 61st to 77th percentile range) and is in the 4th range/ring of people-orientedness (the 24th to 40th percentile range). To remember which level comes first in the notation, think of "Self/People" or "S/P." Or, as most people do, think of "(your)self first."

As you read about each of these styles, you might want to check or circle any behavior patterns that apply to you. After having read about all the styles, you might then want to ask yourself several questions: Does one of these sound just like me? Or am I somewhere between two or more styles? Do I tend to act one way most of the time (do I have a primary style), but act another way some of the time (do I have a backup style that I use when my primary style doesn't work so well)? Based on my personal characteristics, do I have a definite tendency toward one particular style—but actually use another because of strong external influences on my behavior? What are the implications of my answers? How does my behavior affect other people's fulfillment, my interpersonal relationships, and my own fulfillment?

Figure 8: Distinctive Interpersonal Styles on a Grid Framework
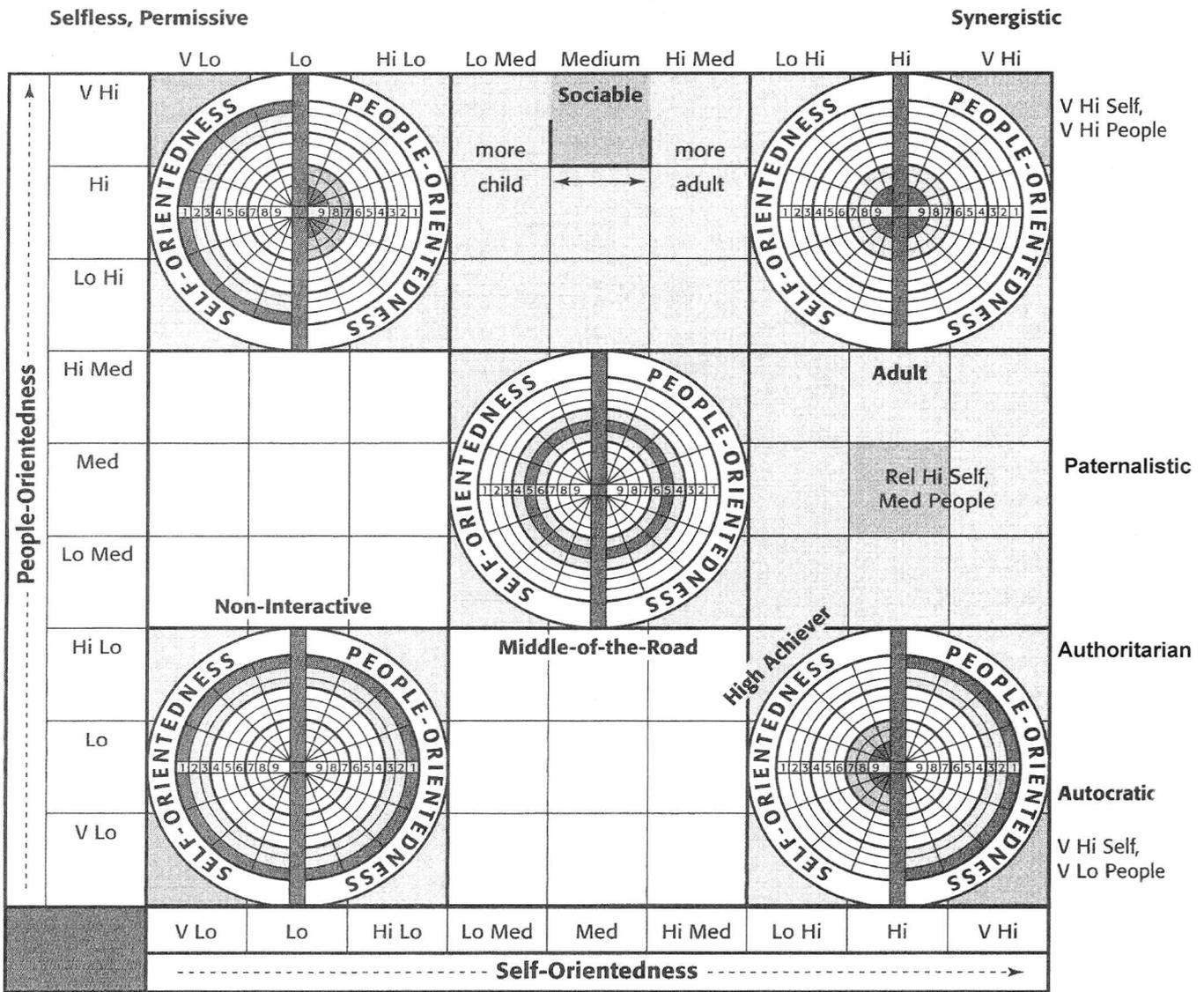
Self-Centered, Utilitarian Style(s)
[High Self-Centeredness,
Low People-Orientedness]

Table B (pages 40 and 41) summarizes the characteristics and behavioral tendencies associated with the styles described in this section. As shown in the table, the basic "high self, low people style" includes the "very high self, very low people" (or "autocratic/dictatorial") style and the less extreme "relatively high self, relatively low people" (or "authoritarian") style. Since the two "sub-styles" are basically the same and differ only in degree, they can be described together.

Basic Description of HS,LP

These interpersonal styles can also be called the following: the selfish styles; the success-oriented styles; the "high assertiveness, low responsiveness" styles; the controlling-taking styles; the competitive styles; the win-lose styles (in terms of conflict resolution); and the dominant-hostile styles.

People who use these styles can be described as follows: dominators; users; exploiters; takers; competitors; results-seekers; disciplinarians; drivers; blamers; and attackers. They can also be described as (a) emotional, evaluative, and judgmental; (b) suspicious, aggressive, hostile, and vindictive; (c) superior; (d) "macho"; and (e) conservative.

Although these styles are used by many people who have dominant roles or positions, individuals having the natures discussed below are most likely to use them—regardless of the influences of positions, roles, or environmental circumstances.

Underlying Levels of Orientations and Specific Traits

Underlying Levels of Self- and People-Orientedness

As shown in the bottom right corner of **Figure 8**, an individual will have a tendency to use one of these two styles if (a) his or her level of <u>self</u>-orientedness lies within the very high, the high, or the low high range (ring 9, 8, or 7), which can be considered "highly self-centered"); and (b) his or her level of <u>people</u>-orientedness lies within the very low, the low, or the high low range (ring 1, 2, or 3). Nine combinations of these ranges or rings are possible. (See Figure 8.)

It should be apparent that an individual will have the greatest or most definite tendency to behave in a self-centered, non-people-oriented manner if his or her level of self-orientedness lies within the very high range (ring 9, the 97th to 99th+ percentile range) and his or her level of people-orientedness lies within the very low range (ring 1, the 1st to 4th percentile range). This [VHi, VLo] combination of levels underlies the pure autocratic/dictatorial style. It must be pointed out, however, that only a few people are so high in self-orientedness and, at the same time, so low in people-orientedness. Actually, this combination can be considered uncommon, because the levels of so many underlying characteristics must be extremely high or extremely low. Thus, most of those who behave in a "rather autocratic" manner have combinations of (percentile) levels of self- and people-orientedness that are in the less heavily shaded ranges/rings. (In the bottom right-hand corner of Figure 8, the [VHi, VLo] combination is heavily shaded, while the less autocratic combinations are more lightly shaded.)

Naturally, as the level of self-centeredness decreases and/or the level of people-orientedness increases, the tendency to behave in another manner (style) increases. Thus, someone who is "relatively high self, relatively low people" would tend to use the somewhat "softer" and less extreme authoritarian style. Such people can possess the combinations of levels of self- and people-orientedness that are indicated by the less shaded (five) ranges in the lower right corner of Figure 8.

Note: The medium-shaded combinations are in a "fuzzy area" between the autocratic and authoritarian styles. Determining which style a person uses often involves making a judgment based on at least two considerations: (a) the person's behavior patterns; and (b) where the person's percentile levels of self- and people-orientedness fall within the particular ranges or rings involved. Take, for example, a person having a [Hi Self, Lo People] combination. We would consider the person to be an autocrat if he or she (1) generally behaves in a slightly more autocratic than authoritarian manner; (2) has a level of self-orientedness that is at the 94th, 95th, or 96th percentile (each of which is higher than the 93rd percentile at the middle of the eighth ring and is fairly close to the 97th percentile, which is the lowest in the ninth ring); and (3) has a level of people-orientedness that is at the 7th, 6th, or 5th percentile (each of which is lower than the 8th percentile at the middle of the second ring and is fairly close to the 4th percentile, which is the highest in the first ring).

Underlying Levels of Specific Personal Characteristics

Those who behave in an autocratic manner are high to very high in the economic and political values, practical-mindedness and leadership values, self-confidence, and dominance. Those who behave in a less autocratic, but still authoritarian manner tend to be relatively high (low high to high) in the same traits.

Those who behave in an autocratic manner tend to be low to very low in the social and benevolence values, adaptability, social conscientiousness, social maturity, and self-control. Those who behave in a less autocratic, more authoritarian manner tend to be relatively low to low in the same traits.

Although these individuals can be low in interpersonal abilities such as social insight, communicative skills, manners, and tact, many are actually high. When they are high in these abilities, they tend to use them to their own advantage.

Underlying Ego States and Life Positions

An *autocrat's* primary ego state is that of the very critical parent. His or her associated life position is "I'm (very) OK, you"re (definitely) not OK." Such a person is very likely to come from the very undersocialized child state or from the very rebellious child state—especially when he or she feels more OK than others and is in a role or position that facilitates domination or control of others.

An *authoritarian's* primary ego state is that of the critical parent. His or her associated life position is "I'm OK, you're not OK." Such a person is likely to come from the undersocialized child state or from the rebellious child state—especially under the circumstances mentioned above.

Table B: Distinctive Interpersonal Styles and Related Traits, Aspects and Tendencies

STYLE:	SELF-CENTERED, UTILITARIAN		ACHIEVEMENT-ORIENTED	PATERNALISTIC
	Autocratic	Authoritarian		Nurturing
Self-Orientedness **People Orient'ness**	Very High Self, Very Low People	Relat'vly High Self, Relat'vly Low People	High Self, Medium-Low People	High Self, Medium People
Other Names **for Style**	High Assertiveness, Low Responsivness Controlling-Taking; Competitive; Dominant-Hostile; Win-Lose		Hi Assertiveness, Md-Lo Respons'ness	Hi Assertiveness, Med Responsiveness
Description **of Individual**	Dominator, user/exploiter, taker, competitor, results-seeker, driver, disciplinar-ian, blamer, attacker; superior, self-cen-tered/selfish, emotional, evaluative, judg-i mental, suspicious, aggressive, hostile, vindictive, "macho," conservative; dictator; controller		Achiever; thinker, innovator; creative, rational, preoccupied and somewhat distant, somewhat judgmental and temperamental	Self-Assertive, but understanding, car-ing, supportive, and fairly benevolent; somewhat evaluative and judgmental
Ego State(s) **Ego Tends to** **Revolve Around . . .**	Very Critical Parent	Critical Parent	Part Adult, Part Critical Parent	Nurturing Parent
	Power, authority, influence over others		Knowledge and skills	Others being like self
Other Ego State(s) **(Can Come From)**	from Rebellious or Undersocialized Child (when feels "more OK" & can dominate)			Adjusted Child
Life Position	I'm very OK, you're definitely not OK	I'm OK, you're not OK.	I'm Ok, you're not particularly OK.	I'm OK, you're fairly OK.
Significant **Traits**	Hi to Very Hi	Rel. Hi to Hi	Rel. Hi to Very Hi	Rel. Hi to Hi
	Self-confidence		Achievement value	Self-confidence
	Self-assertiveness		Self-confidence	Dominance
	Economic and political values		Original thinking	Decisiveness
	Decisiveness		Goal-orientedness	
	P Lo to Very Lo	Rel. Lo to Lo	Average to Low	
	Social and benevolence values		Social/benev. values	Social/benev. values
	Social conscientiousness		Soc'l conscien'ness	Soc'l Conscien'ness
	Adaptability		Adaptability	Adaptability
	Social maturity		Social maturity	Social maturity
	Self-control		Sociability	Self-control
	Original thinking			Original thinking
Interpersonal **Dimensions** **(middle range** **of three ranges)**	Active in initiative		Somewhat active	Rather active
	One up in status		One up	Rather one up
	Independent		Independent	Rather independent
	Low self-disclosure		Med. disclosure	Fairly disclosing
	Hidden expectations		Somewhat open	Fairly open
	Distant in connection		Somewhat distant	Fairly intimate
	Competitive		Competitive	Rather competitive
	Emotional		Somewhat stable	Somewhat emotional
	Generates conflict		Can gen. conflict	Moderates conflict
Type Approacher	Type 1: Self-Centered, Success-Oriented (can be Type 4: Undersocialized Child)		Type 3: Self-Ori-ented, Achievement-Oriented	Type 3: Self-Ori-ented, Paternalistic
Types Relationships **Develops and** **Maintains**	Many superficial, utilitarian; few close and mature. Poor developer and main-tainer of close, mature relationships		Most superficial, some close. Fair devel./maint.	Some superficial, some close. Good devel./maint.
Basic Interpersonal **Maneuvers**	Dominant (to establish, enhance, or maintain dominant role/position)		Expertise-based intimidation	Soft-peddle power; "sales approach"
Managerial or **Leadership Style** **Tendency**	Hard X (9,1) (Very High Task, Very Low People)	Theory X (Rela'ly High Task, Rela'ly Low People)	Somewhat "X" (Rela'ly High task, Med-Low People)	Soft X to Mid-Road (Rela'ly Hi Task, Medium People)
Parental Behavior **Tendency**	Very Critical (Autocratic) Parent	Critical (Authori-tarian) Parent	Mostly Adult, part Critical Parent	Nurturing Parent (Paternalistic)

© 2000 -- R. D. Cecil & Co.

PEOPLE-ORIENTED, PERMISSIVE		SOCIABLE	NON-INTERACTIVE	
Very Permissive	Rela'ly Permissive	Affiliative	Withdrawn	"Defeated"
Very Low Self, Very High People	Rela'ly Low Self, Rela'ly High People	Medium Self, High People	Very Low Self, Very Low People	Rela'ly Low Self, Very Low People
Low Assertiveness, High Responsiveness Supporting-Giving; Accomodating; Submissive-Warm; Yield-Lose		Med. Assertiveness, High Responsiveness	Low Assertiveness, Low Responsiveness Submissive-Hostile; Non-Coping; Lose-Leave	
Pleaser, supporter, giver, accomodator, suppressor, yielder, follower; amiable, emotional, warm, responsive, insecure, dependent, submissive, highly socialized, conformant, altruistic, benevolent, protective, conscientious, shy, liberal, agreeable, helpful, caring		Warm, amiable, responsive, affilia-tive, associative, personable, support-ive, adaptable, adjusted, happy	Introvert, avoider, isolationist; hurt, insecure, submissive, suspicious, with-drawn, apathetic, indecisive, evasive, pessimistic; not coping well with others and life in general; fears criticism and rejection	
Very Compliant Child	Compliant Child	(Socially) Adjusted Child	Very Put Down Compliant Child	Rebellious Child (when "one down" & can't dominate)
Benevolence, kindness		Number of friends		
Undersocialized Child (when feels "less OK" & can't dominate)				
You're very OK, I'm not OK.	You're OK, I'm not very OK.	I'm fairly OK, you're OK.	I'm not OK, you're not OK.	I'm somewhat OK, you're not OK.
Hi to Very H	Rel. Hi to Hi	Rel. Hi to Very Hi	Relatively Low to Very Low	
Social and benevolence values (Religious value) Dependence Needs for support/approval Conformity Social conscientiousness Self-control		Sociability	Self-Confidence Dominance Sociability Adaptability Social maturity Emotional stability	
		Hi Avg to Hi Self-confidence Self-assertiveness Soc'l conscien'ness Benevolence		
Lo to Very Lo	Rel. Lo to Lo	Adaptability Social maturity Emotional stability Self-control		Conformity Benevolence Soc'l conscien'ness Responsibility Self-control
(Social) self-confidence Self-assertiveness Economic and political values				
Passive in initiative One down in status Dependent Rather low disclosure Rather hidden expectations Rather distant (wants intimate) Non-competitive Emotional Avoids conflict		Active Fairly equal status Interdependent Rather disclosing Rather open Intimate Rather collaborative Emotional Avoids conflict	Passive in initiative One down in status Dependent Low disclosure Hidden expectations Distant Non-competitive Emotional Avoids conflict	
Type 6: People-Oriented, Selfless, Insecure		Type 7: Relation-ship-Oriented, Reciprocal	Type 12: Non-Approacher	Type 5: Self-Cen-tered, Insecure (Rebellious)
Close with a few, some superficial. Fairly effective developer and maintainer.	Close with some, some superficial.	Many acquaintances, close with many. Good devel./maint.	Few acquaintances; even fewer close, mature relationships. Least effective developer and maintainer.	
Tries to be logically persuasive, and also uses moral/emotional influences		"Sales approach" and personality	Counters others' maneuvers	May try to bully or intimidate others.
Permissive (1,9) (Very Low Task, Very High People)	Permissive Tend'cy, but can be Authoritarian	Fairly Permissive (Md Task, Hi Peopl)	Non-Manager (1,1) or Non-Leader	Non-Manager (when feels "less OK" and can't control)
Can be Critical Parent (many fathers), but can be Permissive (many mothers)		Nurturing to Permissive Parent	Non-Parent; Permissive	CriticalParent or non-Parent

MIDDLE-OF-THE-ROAD		SYNERGISTIC	
Mid-Road	**Rather Adult**	**Vry Adult / Rel Syn**	**Synergistic**
Medium Self, Medium People	**Above Avg Self, Above Avg People**	**Rela'ly High Self, Rela'ly High People**	**High Self, High People**
Med. Assertiveness, Med. Responsiveness Conserving-Holding	Above Avg Assert., Above Avg Response. Win Some-Lose Some	High Assertiveness, High Responsiveness Adapting-Dealing; Participative; Assertive-Warm; Win-Win	
Compromiser, balancer; consultive, changeable, even-handed, fairly mature, anxious about criticism and censure		Coper, self-actualizer, thinker, communi-cator, achiever, developer, team player & builder, integrator, positive stroker, influencer, confronter; mature, optimistic, realistic, self-assured, assertive, interactive, responsive, supportive, expressive, even-handed, involved, participative	
Between Critical Parent and Compliant Child	Between Nurturing Parent and Adjusted Child	Adult Social and intellectual maturity	Synergistic
		"Little Adult"	Synergistic Youngster
I'm somewhat OK, you're somewhat OK.	I'm fairly OK, you're fairly OK.	I'm pretty much OK, so are you.	I'm OK, you're OK.
<u>Lo Avg to Avg</u>	<u>Avg to Hi Avg</u>	<u>Rel. Hi to Hi</u>	<u>High</u>
Self-confidence Self-assertiveness Social and benevolence values Economic and political values Social conscientiousness Adaptability Social maturity Original thinking Responsibility Emotional stability Self-control		Self-confidence Self-assertiveness Social conscientiousness Benevolence Responsibility Adaptability Social maturity Original thinking Emotional stability Self-control	
Fairly active in initiative Fairly equal status Fairly interdependent Fairly disclosing Fairly open expectations Fairly intimate Fairly collaborative Fairly stable Moderates conflict		Active in initiative Equal status Interdependent Self-disclosing Open expectations Intimate Collaborative Emotionally stable Moderates conflict	
Type 9: Balanced Approacher (Avg to Above Avg Self and People)		Type 10: Rel. High Self- & People-Orientedness	Type 11: High Self- & People Orientedness
Many acquaintances; fair number of close, mature relationships. Fairly good developer and maintainer.		Many acquaintances; select number of close, mature relationships. Very good developer, best maintainer.	
Mostly persuasive. Some use of mild pressuring tactics.		Will "soft peddle" power and mostly use rational persuasion to influence others.	
Middle-Road (5,5) (Medium Task, Medium People)		Synergistic, Team/Participative, (9,9),Y (Rel. High Task, Rel. High People)	(High Task, High People)
Mid-Road to Nurturing Parent		Adult	Synergistic

You can zero in on where most people are "coming from" by first assuming that, in most cases, their ego needs and self-images are the primary motivators of their behavior. Then, determine what their egos revolve around. Basically, the egos of these people revolve around power, control, and being "right."

Associated Behavior

The following behavior patterns generally apply to both sub-styles. The autocrat's behavior, however, is slightly more extreme in frequency and/or intensity than the authoritarian's behavior.

Ego Enhancement and Defense

O Measures how OK or successful he or she is (relative to other people) in terms of (a) economic (financial/material) success; (b) power, authority, control, influence, or aggressiveness; and (c) position or status.

O Primarily uses negative/dysfunctional means for enhancing ego and feeling superior to others (rather than using positive/functional means):
   o Identifies with those who are powerful and/or economically successful.
   o Criticizes, blames, and ridicules others.
   o Dominates/intimidates others.
   o Manipulates/uses others.
   o Outcompetes others.
   o Gets "one up" on others.
   o Applies double standards to others.
   o Tends to hurt and alienate others.

O Primarily uses the following ego defense mechanisms:
   o Denies, suppresses, and rationalizes mistakes or problems.
   o Projects blame on others.
   o Aggressively takes out anger and frustrations on others.

Interpersonal Dimensions

O Is active in terms of initiative.
O Likes to be "one up" in terms of status.
O Is independent.
O Is "high" in disclosing strengths and successes, but is "low" in disclosing weaknesses, vulnerabilities, mistakes, or failures.
O Tends to hide real (selfish) expectations and intentions.
O Is rather distant in terms of connection.

O Is most competitive of all types of people with respect to resources.
O Is relatively stable emotionally.
O Has a tendency to generate conflict (because, of all types of people, has the greatest tendency to hurt others' egos).
O Is about average in time contact.

Behavior Associated with Approach, Development, and Maintenance Phases

O Is a Type 1 (self-centered, utilitarian, success-oriented) approacher.
O Has many superficial acquaintances and utilitarian relationships.
O Has few relationships that are both close and mature.
O Is one of the least effective types of people at developing and maintaining close, mature relationships.

General Behavior Patterns

O Is self-confident, decisive, and gets things done.
O Tends to be preoccupied with acquiring (traditional) symbols of status (economic success, power, position).
O Judges others' OK-ness in terms of (a) their economic success, power, authority, influence, position, aggressiveness, and/or status, and (b) whether or not they display appropriate deferrence to him/her.
O Compulsively competes for attention and recognition.
O Tends to be a political maneuverer.
O Will use own position, power, authority, influence, and/or financial resources to intimidate, punish, or get revenge on others.
O Is insensitive and impersonal.
O Can be aloof and difficult to approach.
O Is not especially interested in others' feelings, needs, goals, aspirations, or opinions (except to play on them in order to dominate or manipulate others).
O Neither expects nor encourages others to communicate their feelings, ideas, suggestions, or opinions (unless wants to use or play on them).
O Does very little if anything to accomodate others' feelings, needs, goals, or aspirations.
O Is critical of, and complains about, others.
O Seldom gives positive strokes to people (except to "butter them up" and play on their egos).
O Generally gives other people negative/depreciative strokes, especially when things go wrong.
O Is reluctant to share privileges and successes with others.
O Is inclined to accept, trust, and help few individuals—just those who are most like himself/herself.
O Tends to use the word "I" more than the words "you," "we," or "us."

O Is the most likely type of person to be antagonistic and belligerent toward others.

O Tends to regard self as being more competent and important than other people.

O Wants other people's plans and decisions cleared through him or her.

O Is verbally ascendant and dominates conversations.

O Is quick to challenge and debate others' facts, opinions, or ideas.

O Often tells others what to do and how and when to do it.

O Assumes his/her messages are being understood by others, and rarely attempts to determine if they are or not.

Interpersonal Maneuvers Tends to Use

O Especially when is in a dominant role/position, behaves in an outright dominating manner—and simply "rolls over other people" like a tank, making them submit.

O Uses maneuvers for setting up, enhancing, or maintaining dominance.

O When is not in a dominant role/position, can tend to use maneuvers associated with a forceful or hard-ball approach (involving self-assertiveness, threats, and intimidation).

Behavior in Groups

O When interacting with other group members, basically behaves in the ways already listed above (but will behave more amiably toward group members than toward outsiders).

O In work-oriented groups, will tend to assume or compete for a leadership role.

O Is likely to join groups in which (a) will have a high degree of status, or (b) will gain status through association.

O Tends to promote group norms that work to his or her advantage (e.g., that enhance or maintain own status).

O Is inclined to use more negative than positive sanctions.

O May oppose membership of those who have more status, influence, competence, etc.

O Handles interpersonal conflicts by dominating situations and trying to win rather than lose.

Managerial, Parental, Marital, and Occupational Tendencies

O As a manager, leader, administrator, or supervisor, tends to use either the autocratic style (the "hard Theory X" or "very high task, very low people" style) or the authoritarian style (the "softer Theory X" or "relatively high task, relatively low people" style).

O Is inclined to consider only (a) the "mechanical aspects" of work to be done, (b) organizational implications of

decisions, and (c) economic and political matters involved—but not people or social phenomena.

O When under pressure or stress, when his or her needs are not being met, when his/her ego is being threatened, or when a subordinate, spouse, or child is making him or her look bad, will (a) blow up and yell, (b) throw tantrums, (c) bully people, (d) take verbal pot-shots at them, and (d) perhaps even physically abuse them.

O Needing to be in full control of a situation, does most of the goal-setting, planning, and decision-making.

O Has a short-term orientation.

O Seldom lets others know what is going on.

O Exerts role- or position-based power/authority (rather than either expertise- or personality-based influence).

O Tends to be an autocratic (very critical) or authoritarian (relatively critical) parent.

O If male, tends to be a "macho," chauvinistic, autocratic or authoritarian husband. If female, can be a domineering wife.

O Can be one of those politicians who (a) put the best possible face on all situations, whether good or bad; (b) exaggerate pros or cons of situations to suit their purposes; and (c) make numerous promises regardless of whether or not they intend to keep them.

O Can be one of those businesspersons or salespersons who (a) are simply "out for big bucks"; (b) grossly exaggerate a product's or service's advantages; (c) hide a product's or service's faults or disadvantages; (d) intimidate customers; (e) manipulatively stroke their customers' egos; and (f) will opportunistically take advantage of most people's honest, trusting natures.

Such people are concerned more about their own egos, their own power or authority, their own career, financial or material success, their own need fulfillment, and their own goal attainment. Even though they tend to approach rather than avoid interpersonal situations, they do so in order to use other people to their own advantage. They may have learned how to behave well interpersonally, but they use their charm and polish to get around people and manipulate them. Although they see themselves as being OK and others as being not OK, they will make themselves feel even more OK by putting other people down in various ways. They do not practice the Golden Rule. They are the type of people who, in the process of enhancing or protecting their own egos, tend to hurt others in the ways mentioned earlier in Parts I and II.

Self-Oriented, Achievement-Based Style [High Self-Orientedness, Medium to Low People-Orientedness]

While highly self-oriented and not much more people-

oriented than the authoritarian style, this style is not quite the same. In our view, it is self-oriented in terms of personal achievement rather than in terms of personal power or economic success.

Basic Description

This style can also be called the "high achievement, (fairly) low responsiveness" style.

The people who use this style are high achievers. They strive for excellence if not perfection. Some are more oriented toward achievement in scientific and other abstract or conceptual pursuits. These tend to be intellectuals, original thinkers, and innovators. Others are oriented toward achievement in, for example, the arts and athletics.

Rather than competing against others for power or economic success, high achievers compete against themselves and against existing standards. Such individuals (a) are usually preoccupied with their own activities; (b) tend to do things themselves and in their own way; (c) are very organized, orderly, and systematic; (d) see themselves as being more competent than others; (e) sometimes act as though they were superior to others; (f) are rather self-assertive; (g) can be somewhat temperamental and distant; (h) can be rather critical of those who do not live up to their standards; and (i) often offend and irritate others.

Underlying Levels of
Orientations and Specific Traits

Underlying Levels of
Self- and People-Orientedness

As shown in toward the center from the bottom right corner of Figure 8, a person will have a tendency to use this style if (a) his or her level of self-orientedness lies within the very high, the high, or the low high range (ring 9, 8, or 7), and (b) his or her level of people-orientedness is medium to low and lies within the low average, high low, or low range (ring 4, 3, or 2).

Underlying Levels of
Specific Personal Characteristics

Although this style overlaps the authoritarian style, the two styles are rather distinct because of significant differences in levels of certain traits.

Basically, high achievers are higher than any other type of person in the achievement value. They are also high in the need or concern for recognition. Compared to authoritarians, they (a) are lower in the economic and political values (and values having a positive correlation with them), but (b) may be just as high in the independence value. In other words, their egos and self-orientedness revolve around personal achievement rather than power and financial/material success.

In general, high achievers tend to be slightly higher than authoritarians in people-oriented characteristics such as the social and benevolence values, social conscientiousness, social maturity, and self control. They also tend to be higher in original thinking (independent, creative thinking). On the other hand, they tend to be lower in sociability. They may, however, be as low in adaptability.

Underlying Ego State(s) and Life Position

Especially in the cases of those who are more intellectually oriented, high achievers are part adult (thinkers) and part critical parent. Their associated life position is "I'm Ok, you're not particularly OK." Such people can come from the little adult ego state.

Basically, these people's egos and self-images revolve around their areas of expertise (skills, knowledge, experience). They tend to value being respected more than being liked.

Associated Behavior

Ego Enhancement and Defense

O   Measures how OK or successful he or she is (relative to others) in terms of personal achievement, which proves his or her knowledge, competence, skills, or expertise.
O   Is more inclined (than authoritarians) to use positive ego enhancement mechanisms (personal development; association; creative innovation or self-expression; problem-solving; mature interaction).
O   Tends to be somewhat more benevolent (than authoritarians) in the use of negative enhancement mechanisms:
  o   Will criticize, blame, and ridicule (but to a slightly lesser degree than authoritarians).
  o   Will intimidate others with superior knowledge, skill, or expertise (rather than dominating with power or authority).
  o   Is less inclined to manipulate people, but will use others in order to achieve something (but not in as selfish ways).
  o   Will attempt to out-achieve others.

- o Will get "one up" on others by comparing personal achievements.
- o Can apply double standards to others.
- o Can hurt others (but is less inclined to do so venegefully).

O Primarily uses the following ego defense mechanisms:
- o Will mostly suppress, rationalize, and compensate.
- o Will occasionally deny and project.
- o Has a greater tendency to "undo" (than authoritarians).
- o Can tend to fantasize.
- o Will often take out own disappointments and frustrations on others.
- o Is more self-controlled and less aggressive (than authoritarians).

Interpersonal Dimensions

O Tends to be less extroverted (than authoritarians). In fact, many high achievers are rather introverted.
O Likes to be "one up" in terms of (expertise- or skill-based) status.
O Is independent.
O Is high in disclosing strengths and achievements, but is medium to low in disclosing weaknesses, failures, or mistakes.
O Tends to be fairly open regarding expectations and intentions.
O Is rather distant in terms of connection.
O Can be rather competitive with respect to resources.
O Is fairly stable emotionally.
O While can generate conflict, tends to help moderate it.
O Is average in time contact.

Behavior Associated with
Approach, Development, and Maintenance Phases

O Is a Type 2 (self-oriented, highly achievement-oriented) approacher
O Has numerous superficial acquaintances and utilitarian relationships.
O Has a few close relationships (which tend to be more mature than those of authoritarians).
O Is not as effective as many other people at developing close, mature relationships.

General Behavior Patterns

O Has exceptionally high standards—particularly for self, but also for others.

O Strives for excellence—if not perfection.
O Judges others mostly in terms of their personal achievements.
O Can be stubborn.
O Tends to be preoccupied with own activities, thereby appearing to be somewhat insensitive, impersonal, and aloof.
O Is somewhat more inclined to accomodate others' feelings, needs, goals, or aspirations (than autocrats/authoritarians).
O Will treat others well when takes the time to interact with them.
O Is inclined to accept, trust, and help a few individuals.
O Is somewhat insecure and seeks feedback from others (approval, affection, and recognition) as reassurance that he/she is competent, has done something exceptionally well, and is liked and respected.
O Not trusting others to do things as well as he or she can, tends to do things himself or herself (rather than assigning tasks and delegating authority to others).
O Tends to use the word "I" more than the words "you," "we," or "us."
O Tends to be a "know-it-all" and has an opinion on nearly everything.
O Is not especially interested in others' opinions, ideas, or suggestions.
O Is quick to challenge and debate others.
O Is rather easily irritated by less capable, efficient individuals.
O Tends to punish self and others for failures or mistakes.
O Is verbally ascendant and tends to dominate conversations.
O Can tend to tell others what to do and when and how to do it.
O Assumes messages are being understood by others, and rarely attempts to determine whether they are or not.

Interpersonal Maneuvers Tends to Use

O Tends to be "self-superiorizing" (says and does things to make self seem to be superior to others).
O Can be more inclined to soft-peddle personal power or authority by using the more rational maneuvers associated with the persuasive approach.
O Will intimidate others with own greater knowledge, expertise, skills, and/or achievements.

Behavior in Groups

O When interacting with other group members, will behave in ways already outlined above (and will behave more amiably toward group members than toward outsiders).

O Hogs conversations and can be boring.
O In work-oriented groups, will exhort members to accomplish tasks efficiently and effectively.
O Wants to share with others his or her opinion on how things should be.
O When group is doing something involving his or her area of expertise, will often try to project self into a greater leadership role (will try to become an ad hoc task leader).
O Seldom assumes or is accorded the role of a group's social leader.
O Tries to handle interpersonal conflicts by asserting or using his/her expertise.

Managerial/Leadership, Parental, Marital, and Occupational Tendencies

O Tends to maintain the status quo.
O Tends to be one of those highly achievement-oriented managers, leaders, or supervisors whose managerial or leadership styles are most likely to be somewhat authoritarian ("relatively high task, relatively low people").
O Is a fact-finder.
O Is precise, accurate, and attentive to details.
O Is organized, orderly, well-prepared, and systematic (goes step by step).
O Needs order and prefers to be in control.
O Exercises expertise-based influence, but can also exert role- or position-based power or authority.
O Is inclined to consider mostly task-related variables□but not individual characteristics, what's going on socially, or power-related matters.
O Under stress, can become silent, may flee the situation, or may turn autocratic.
O Will become defensive and "pass the buck" when proven wrong.
O Tends to be one of those highly achievement-oriented, somewhat authoritarian parents who can be coming partly from the adult ego state and partly from the critical parent state.
O Can be found in almost all occupations, but is very likely to be a professional within his or her occupation (whether in the professions, sports, the arts, or the sciences).

The Paternalistic Style
[High Self-Orientedness,
Medium People-Orientedness]

Basic Description

This interpersonal style can also be called the "nurturing

style" or the "high assertiveness, medium responsiveness style."

Those who behave in this manner can be described as follows: self-assertive, emotional, and evaluative/judgmental, but also understanding, caring, supportive, and fairly benevolent. Such people (a) set limits and provide direction (in a manner that is less domineering than authoritarians); (b) behave more maturely toward others than do authoritarians; and (c) do not put others down as often or as hard as do authoritarians.

This style is used by some bosses, husbands, and parents who are in traditionally dominant positions or roles. The people most likely to use it are those who have the natures described below.

Underlying Levels of Orientations and Specific Traits

Underlying Levels of Self- and People-Orientedness

As illustrated in the middle of the right side of Figure 8, an individual will have a tendency to behave in a paternalistic manner if (a) his or her level of self-orientedness lies within the low high, the high, or the very high range (rings 7, 8, or 9), and (b) his or her level of people-orientedness lies within the high medium, medium/average, or low medium range (rings 6, 5, or 4). Nine combinations of these ranges or rings are possible―as shown in Figure 8.

As one will note in Figure 8, it is our view that the most distinctively paternalistic combinations of levels of self- and people-orientedness are "very high self, medium/average people" (more heavily shaded). Figure 8 also indicates that certain combinations border on other styles. The "LoHi, Hi, and VHi Self, Lo Avg People" combinations (less heavily shaded) border on the authoritarian style. The "LoHi, Hi, and VHi Self, HiAvg People"combinations (also less heavily shaded) border on the adult (relatively synergistic) style. The "LoHi Self, Med/Avg People" combination borders on the middle-of-the-road style.

Underlying Levels of Specific Personal Characteristics

Paternalistic individuals are highly self-confident, self-assertive, and decisive. They are not quite as high as authoritarians in the economic and political values, and are not as high as high achievers in the achievement value. On the other hand, they are about medium or average in the social and benevo-

lence values, social conscientiousness, adaptability, social maturity, and self control (which makes them higher in these traits than authoritarians).

Underlying Ego State and Life Position

Although the primary ego state underlying this style is that of the nurturing parent, people who use this style can also have some adult and some critical parent in them. The associated life position is "I'm OK, you're fairly OK."

Such people tend to come from the adjusted child state. They generally make the transition to the nurturing parent state when they take on the role of boss or parent.

Basically, these people's egos and self-images revolve around helping others to become what they themselves already are. ("You ought to become like me, and I'm going to help you do so.")

Associated Behavior

Ego Enhancement and Defense

O Measures how OK or successful he or she is (relative to other people) mostly in terms of economic success and power/influence, but also in terms of supportiveness of others and personal achievement.

O Uses negative enhancement mechanisms (but uses fewer less frequently and less harshly than authoritarians).
   o Identifies with those who appear to be more successful in various terms.
   o Can apply double standards to others.
   o Can be critical of others.
   o Can be manipulative (but is not a "user").

O Uses some positive enhancement measures.
   o Tries to behave rather maturely toward others.
   o Can be creatively self-expressive.
   o Will attempt to solve problems, including those involving others.

O Uses the following ego defense mechanisms to some extent:
   o Denies, suppresses, and rationalizes mistakes or problems.
   o Sometimes projects blame on others.
   o Will sometimes take out anger and frustrations on others (but not to degree that authoritarians do).

Interpersonal Dimensions

O Is rather active in terms of initiative.
O Is mostly "one up" in terms of status.
O Is independent, but borders on interdependent.
O Is fairly self-disclosing (moreso than authoritarians).
O Is fairly open with respect to expectations concerning others.
O Is fairly intimate with respect to connection.
O Is fairly collaborative regarding resources.
O Is somewhat emotional.
O Generates some conflict, but will try to moderate it.
O Is about average in time contact.

Behavior Associated with
Approach, Development, and Maintenance Phases

O Is a Type 3 (rather self-oriented, paternalistic) approacher.
O Has fairly numerous acquaintances.
O Has some relationships that are close and fairly mature.

General Behavior Patterns

O Judges others not only in terms of their financial/material success, power or influence, and status or position, but also in terms of (a) how they use these things, and (b) the degree to which they obtained them at others' expense.
O Is interested in others' feelings, needs, goals, aspirations, and opinions (to greater degree than authoritarians).
O Occasionally encourages others to express their feelings, ideas, and suggestions.
O Gives others negative feedback in a fairly well-meaning, constructive manner.
O Gives others occasional positive strokes.
O Tends to use the word "I" more than the words "you," "we," or "us" (but will use the latter words more often than authoritarians).
O Is rather supportive and protective of others.
O Can still tend to regard self as being more competent than others, and, therefore, plays the role of a nurturer.
O Shows some concern for others' development (but not to the extent that people who use highly developmental styles do).
O Sets limits and provides direction for others.
O Monitors others' behavior so can help keep them on track.
O Is not as aggressive and argumentative as other self-oriented individuals.
O Is a fairly effective communicator.

Interpersonal Maneuvers Tends to Use

O   If has a dominant role/position, tends to soft-peddle it.
O   Primarily uses maneuvers involving rational and emotional persuasion (the sales approach).

Behavior in Groups

O   When interacting with other group members, behaves in the ways outlined above.
O   Will join a few socially-oriented groups.
O   In work-oriented groups, supports others' efforts and gives advice and instruction.
O   Uses negative sanctions, but also uses some positive, reinforcing sanctions.
O   Contributes to a group's cohesiveness and morale, but is generally not the most active promoter of social activities and interactions.
O   Handles interpersonal conflicts by asserting "smoothing over" solutions.

Managerial/Leadership, Parental, Marital, and Occupational Tendencies

O   Is usually a paternalistic manager, leader, or supervisor, whose managerial/leadership style is "high task, medium people."
O   When planning, problem-solving, or decision-making, will give much consideration to task-related and organizational factors and some consideration to individual and social factors.
O   Is usually a nurturing, paternalistic father or maternalistic mother.
O   Tends to be one of those spouses who attempt to nurture and improve their marital relationships by nurturing the other person involved.
O   Can be found in all occupations.
O   Does not have a counterpart in the Mok and Maccoby typologies.

The People-Oriented, Selfless Style(s)
[Low Self-Centeredness, High People-Orientedness]

As shown in the top left corner of Figure 8, the styles that fall into the basic "low self, high people" category include the "very low self, very high people" or "very permissive" style and the less extreme "relatively low self, relatively high people" or "relatively permissive" style. Since the two differ only in degree, they can be described together.

Basic Description

These interpersonal styles are also called the following: the permissive or soft styles; the unselfish styles; the "low assertiveness, high responsiveness" styles; the supporting-giving styles; the accomodating styles; the yield-lose styles (in terms of conflict resolution); and the submissive-warm styles.

People who behave in these ways are often called the following: pleasers; supporters; givers; accomodators; suppressors; yielders; and followers. They can also be described in these terms: amiable; emotional; warm; responsive; insecure; dependent; submissive; highly socialized; conformant; altruistic; benevolent; protective; and liberal.

These people are generally more concerned about others than about themselves. They are highly socialized (self-controlled, conformant, benevolent, and socially conscientious). They behave in a manner that says to others, "You're OK, but I'm not sure that I am." "I'm behaving nicely toward you so you'll like me and let me know that I'm OK, too." Thus, they approach interpersonal situations, but will do so with some caution.

It should be pointed out that the word "selfless" applies to this style up to a point. The behavior toward others is unselfish—especially when compared to the behavior associated with, for example, the autocratic and authoritarian styles. However, the unconscious motives underlying their behavior may not be quite so selfless. Having been highly socialized, these individuals' egos tend to revolve around how altruistically, benevolently, and conscientiously they behave toward others. When they conform to high standards of interpersonal conduct, they feel good about themselves. When they do not conform to these standards, they feel guilty. (More than likely, they have internalized a strong tendency to feel guilt by having been made to feel guilty about non-conformant behavior when they were being highly socialized during childhood.) Thus, in order to feel good about themselves, not feel guilt, and "stroke their own egos," they behave selflessly toward others. To the extent that this selfless behavior is ego-serving (ego-enhancing or ego-protecting), it is also selfish in a sense.

Although these styles are often used by many children and subordinates who are being dominated by others in positions/roles of authority, individuals having the natures described below are the most likely to use them—regardless of the environmental circumstances.

Underlying Levels of Orientations and Specific Traits

Underlying Levels of Self- and People-Orientedness

Figure 8 shows that an individual will have a tendency to behave in a highly people-oriented manner if (a) his or her level of <u>self</u>-orientedness lies within the very low, the low, or the high low range (ring 1, 2, or 3), and (b) his or her level of <u>people</u>-orientedness lies within the very high, the high, or the low high range (ring 9, 8, or 7). Nine combinations of these ranges or rings are possible.

Figure 8 illustrates that an individual will have the greatest or most definite tendency to behave in a highly people-oriented manner if (a) his or her level of self-orientedness lies within the very low range (ring 1, the 1st to 4th percentile range), and (b) his or her level of people-orientedness lies within the very high range (ring 9, the 97th to 99th+ percentile range). This heavily shaded combination of levels (at top left corner of Figure 8) underlies the very selfless or very permissive style. It must be pointed out, however, that there are only a few people who are so low in self-orientedness and, at the same time, so high in people-orientedness. Actually, this combination is very uncommon, because the levels of so many underlying characteristics must be extremely low or extremely high. Thus, most of those who behave in a very selfless and permissive manner have (percentile) levels of self- and people-orientedness indicated by the (eight) more lightly shaded combinations of ranges/rings radiating outward from the upper left corner in Figure 8.

Again, as the level of self-orientedness increases and/or the level of people-orientedness decreases, the tendency to behave in another manner (style) increases. Thus, someone who is "relatively low self, relatively high people" would tend to use the less extreme "relatively selfless or permissive style." Such people can possess the five combinations of levels of self- and people-orientedness that are the least shaded in the top left corner of Figure 8.

Note: Determining whether a person is very selfless/permissive or relatively selfless/permissive involves making a judgment based on the person's behavior and specific percentile levels. Take, for example, a person having a "lo self, high people" combination. We would consider this person to be relatively permissive if he or she (1) generally behaves in a fairly permissive manner; (2) has a level of self-orientedness that is at the 11th, 10th, or 9th percentile (each of which is higher than the 8th percentile at the middle of the second ring and is fairly close to the 12th percentile, which is the lowest in the 3rd ring); and (3) has a level of people-orientedness that is at the 90th, 91st, or 92nd percentile (each of which is lower

than the 93rd percentile at the middle of the eighth ring and is fairly close to the 89th percentile, which is the highest in the seventh ring).

Underlying Levels of Specific Personal Characteristics

Those who behave in a very permissive manner are high to very high in the social and benevolence values, social needs, dependence, conformity, the needs/concerns for support/approval, social conscientiousness, and self-control. They can be relatively high in adaptability and social maturity (but not necessarily). Also, they can be rather high in the religious value. [We say "can be," because some people high in the religious value are actually very selfish, non-benevolent, and authoritarian. The religious value basically reflects concerns for religious activities. Although religious upbringing can help develop high social and benevolence values (thereby causing the religious value to have a positive correlation with the social and benevolence values in the majority of cases), it does not necessarily reflect altruism and benevolence.] The somewhat less selfless/permissive individuals tend to be slightly lower (relatively high, or high to low high) in all these traits.

On the other hand, selfless/permissive and very selfless/permissive individuals have a tendency to be well below average in (social) self-confidence, self-assertiveness, and sociability. Unlike people having a more extroverted personality and affiliative style, these more introverted individuals approach others more to support, care for, protect, or help them than to establish active interpersonal relationships with them.

In general, highly people-oriented individuals tend to be well above average to high in interpersonal abilities such as psychological-mindedness, interpersonal awareness and sensitivity, social insight, communicative skills, manners and tact.

Ego State(s) and Life Position(s)

A very permissive individual's primary ego state is that of the very compliant child. His or her associated life position is "You're definitely OK, I'm not OK (but I'm trying to be)."

A slightly less permissive individual's primary ego state is that of the compliant child. His or her associated life position is "You're OK, I'm not very OK (but I'm trying to be)."

Basically, this person's ego (self-image) revolves around being nice, kind, and benevolent to others, largely because of a deep desire to belong and be liked.

Associated Behavior

Ego Enhancement and Defense

O Measures how OK or successful he or she is (relative to others) in terms of personal altruism, benevolence, morality, and social conscientiousness.
O Primarily enhances ego (lives up to highly socialized standards of behavior) by behaving unselfishly, benevolently, tolerantly, and supportively toward others.
O Is least inclined (of all types of people) to (a) criticize, blame, or ridicule; (b) dominate or intimidate; (c) manipulate or use people; (d) outcompete others; (e) get "one up" on others; (f) apply double standards; and (g) hurt others.
O Primarily uses the following ego defense mechanisms (largely because tends to be highly introspective and self-critical):
  o Is most inclined to "undo" (right the wrong or do penance).
  o Often sublimates, compensates, represses, and fantasizes.
  o Is least inclined of all types of people to be aggressive or belligerent.

Interpersonal Dimensions

O Tending to be rather introverted, is inclined to be passive in approaching others to establish active, sociable relationships (but is active in approaching others to help or support them).
O Is "one down" in terms of status.
O Is dependent.
O Given a relatively high level of insecurity, tends to be low in self-disclosure with most people.
O Is rather hidden with respect to intentions and expectations (even though he/she has no reason to hide them, because they are good or honorable).
O Especially at first, can be somewhat distant in terms of connection; but, wanting to be intimate, will become more intimate if develops trust in the other person.
O Is the least competitive of all types of people with respect to resources.
O Is highly emotional.
O Avoids and suppresses conflict.
O Is usually medium to long in time contact.

Behavior Associated with
Approach, Development, and Maintenance Phases

O If a very selfless/permissive individual, is a Type 6 (peo-
ple-oriented, selfless) approacher, and is more altruistic/ benevolent and introverted.
O If a relatively selfless/permissive individual, is a Type 7 (people-oriented, insecure) approacher, and is slightly less altruistic/benvolent—but is still rather introverted.
O Has some superficial acquaintances.
O Has just a very few close relationships, most of which are fairly mature.
O Is fairly effective at developing and maintaining close, mature relationships.

General Behavior Patterns

O Is sensitive, empathetic, warm, and fairly personable.
O Is likeable, loyal, and patient.
O Tends to be indecisive, gullible, and naive.
O Goes out of way to accomodate others' feelings, needs, goals, and aspirations.
O Judges others in terms of their morality, altruism, ethics, benevolence, and social conscientiousness.
O Is generally tolerant, permissive, and forgiving with respect to others' attitudes and behavior.
O Can be self-righteous and critical of others if is relatively low in adaptability/tolerance.
O Is inclined to accept, trust, and help people in general.
O Is submissive and unassuming.
O Gives people positive strokes; seldom gives negative strokes.
O Listens to others with sensitivity and compassion.
O Communicates honestly, but not always openly.
O Can be slow to risk getting involved in very close relationships and tends to get involved in only a few of them.

Interpersonal Maneuvers tends to Use

O Especially when in a non-dominant role/position, mostly influences others using moral/emotional persuasion.
O If in a dominant role/position, will soft-peddle power/ authority and avoid its use.

Behavior in Groups

O When interacting with other group members, behaves in the ways outlined above (and interacts more amiably and trustingly toward group members than toward outsiders).
O Wants to be with other people, but approaches groups cautiously and rather timidly.
O Is a follower in work-oriented groups.
O Is a "yes person" is agreeable, accomodating, tolerant, and submissive.

O   Will sometimes assume the role of social leader in a socially-oriented group.
O   Promotes harmony.
O   Usually plays the role of "conscience of the group" (whether a work-oriented or socially-oriented group).
O   Promotes norms involving selfless behavior.
O   Uses positive sanctions to promote and reinforce people-oriented norms.

Managerial/Leadership, Parental, Marital, and Occupational Tendencies

O   As a manager, leader, or supervisor, is most likely of all types of people to use the permissive (low task, high people) style.
O   Tends to feel that is constantly under stress.
    In planning, problem-solving, and decision-making situations, will give much consideration to individual and social factors and implications, but very little consideration to task-related, economic, political, or organizational factors and implications.
O   Is most likely type of person to be a permissive parent.
O   Is most likely type of person to be a submissive, dependent, permissive spouse.
O   Is also most likely type of person to be a submissive, dependent, subservient subordinate.
O   Is most likely type of person to work in social service occupations (e.g., nursing, social work, the ministry).

The People-Oriented, Sociable Style [Medium Self-Orientedness, High People-Orientedness]

Although we have not devoted two columns to this style in Table B, some who use this style are very sociable, while others are relatively sociable. Since differences in degrees of behavior associated with this style are not quite as significant as differences existing within several other basic styles, we will simply describe the basic style here.

Basic Description

This style can also be called the following: the affiliative style; the "medium assertiveness, high responsiveness" style; the "giving to get" style; the extroverted/benevolent style; and the warm, gregarious style.
People who behave in this manner can be described as follows: associators; socializers; affiliators; and country-clubbers. They can also be described as warm and friendly, easy-

going, flexible, tolerant, supportive, conscientious, and socially adjusted.

Compared to those who use the previous style, socializers or affiliators are more self-oriented and are more "selfish in their people-orientedness." Although they act somewhat more concerned about others than about themselves, they are actually concerned about behaving toward others in a manner that will elicit positive, ego-enhancing feedback.

Underlying Levels of Orientations and Specific Traits

Underlying Levels of Self- and People-Orientedness

The top middle area in Figure 8 indicates that a person will have a tendency to behave in a highly sociable manner if (a) his or her level of self-orientedness lies within the low medium, the medium or average, or the high medium range (rings 4, 5, or 6), and (b) his or her level of people-orientedness lies within the low high, the high, or the very high range (rings 7, 8, or 9). Nine combinations of these ranges or rings are possible.

As one will see in Figure 8, the most distinctively sociable combination is "medium self, very high people," which is heavily shaded at the top middle area of the grid. Three of the other eight combinations in the nine-square block (which are more lightly shaded) border on the relatively selfless/permissive style. Three more combinations border on the middle-road style. And three border on the adult and/or the relatively synergistic style. We call these other eight combinations "relatively sociable."

Underlying Levels of Specific Personal Characteristics

Affiliative individuals' high people-orientedness is due more to their high levels of social needs, (social) self-confidence, (social) self-assertiveness, and sociability (extroversion) than to their relatively high levels of the social and benevolence values, social conscientiousness, adaptability, social maturity, and self-control. In short, they are considerably more amiable but somewhat less altruistic and socially conscientious than people who use the previous style.

Affiliators' medium or average self-orientedness is largely due to their medium or average levels of the economic, political, and achievement values and the values associated with them.

Ego State and Life Position

The primary ego state of these individuals is the (socially) adjusted child. More secure in their own self-image and in their relationships with others, their associated life position is "I'm fairly OK, you're OK."

Basically, these people's egos (self-images) revolve around being liked and the number and quality of their relationships.

Associated Behavior

Ego Enhancement and Defense

O   Measures how OK or successful he or she is in terms of the number and quality of his/her acquaintances, friend-ships, and close relationships.
O   When uses positive ego enhancers, mostly associates or affiliates with others and behaves rather maturely toward them.
O   Sometimes enhances ego using two negative mechanisms—applying double standards and manipulating others (using friendship and humor).
O   Is not inclined to utilize negative ego enhancers such as dominating, selfishly using, or hurting others.
O   Primarily uses the following defense mechanisms:
  o   Tends to rationalize, compensate, identify, repress, sublimate, and undo.
  o   Will project (blame) and be (mildly) aggressive.

Interpersonal Dimensions

O   Is active in terms of initiative.
O   Is fairly equal in status.
O   Is fairly interdependent.
O   Is fairly self-disclosing.
O   Is fairly open in terms of expectations.
O   Is intimate in terms of connection.
O   Is fairly collaborative regarding resources.
O   Tends to be somewhat emotional.
O   Is inclined to suppress conflict, but will moderate it when it occurs.
O   Tends to take a short time with respect to time contact.

Behavior Associated with
Approach, Development, and Maintenance Phases

O   Is a Type 8 (relationship-oriented) approacher.
O   Has many acquaintances and friends.
O   Has numerous close and fairly mature relationships.

O   Is fairly effective at developing and maintaining close, mature relationships.

Other Behavior Patterns

O   Is particularly warm and gregarious, and seeks happiness through relationships.
O   Is nice (socially conscientious and benevolent) to others.
O   Judges others based on how warm, friendly, and nice they are.
O   Constantly interacts with others on a personal basis.
O   Is easy to approach.
O   Is rather sensitive to others' feelings, needs, goals, and aspirations.
O   Is rather empathetic and sympathetic.
O   Is interested in others' ideas and opinions.
O   Is a good listener.
O   Has a good sense of humor; is usually happy and opti-mistic.

Interpersonal Maneuvers Tends to Use

O   If is in a dominant role/position, will usually soft-peddle his or her power or authority.
O   Most often uses maneuvers associated with the sales approach.
O   Will counter others' maneuvers in order to minimize in-terpersonal problems.

Behavior in Groups

O   Promotes/fosters close, informal, friendly relations with-in social groups.
O   Is often accorded the role of social leader by members of socially oriented groups.
O   Often plays roles such as the group's clown, entertainer, and tension-reducer.
O   Actively recruits new members into groups.
O   Will use more positive than negative sanctions to foster, enforce, and reinforce group norms.

Managerial/Leadership, Parental, Marital,
and Occupational Tendencies

O   As a manager, leader, or supervisor, he or she tends to use a somewhat permissive/affiliative (medium task, high people) style.
O   In planning, problem-solving, and decision-making sit-uations, gives most consideration to social phenomena, some to the people involved, but less to tasks and to

economic/practical and political/power factors.

O   Primarily exercises personality-based influence rather than role-/position-based power/authority or expertise-based influence.

O   Tends to be a nurturing, paternalistic parent.

O   Tends to be a warm, interactive, and possibly nurturing spouse.

O   Is the genuinely friendly, nice type of person that can be found in all occupations.

The Non-Interactive Style(s)
[Low Self-Orientedness,
Low People-Orientedness]

The bottom left corner of Figure 8 shows the position of non-interactive individuals. However, as shown in Table B, the basic non-interactive style can be broken down into two sub-styles. Here, however, the difference between the two is not only a matter of one being less extreme than the other, but is also a matter of why an individual uses the basic style. The "non-interactive, introverted style" is used by those who are highly introverted and/or interpersonally ineffective by nature. On the other hand, the "non-interactive, defeated style" tends to be used by those who, having failed to interact successfully under certain circumstances, and having been "beaten down," have given up, become passive, and "crawled into a shell." Because behavior patterns exhibited by both types of people are so similar, the two "styles" can be discussed together.

Basic Description(s)

These styles are also called the following: the avoiding or withdrawing styles; the "low assertiveness, low responsiveness" styles; the submissive-hostile styles; the lose-leave styles; the non-coping styles; and the negativist styles. We sometimes call them the "ostrich styles."

Those who behave in these ways can be described as avoiders and isolationists. They can also be described in these terms: introverted; apathetic; indecisive; compliant; submissive; hurt; suspicious; evasive; and pessimistic. They fear rejection and avoid separation and hopelessness. These symptoms indicate that such people are probably not coping well with others—or even with life in general.

Although these styles are used by some dominated children and adults, individuals having the natures described below are the people most likely to use them.

Underlying Levels of Orientations and Specific Traits

Underlying Levels of Self- and People-Orientedness

Figure 8 shows that a person will have a tendency to behave in a non-interactive manner if (a) his or her level of self-orientedness lies within the very low, the low, or the high low range (ring 1, 2, or 3), and (b) his or her level of people-orientedness lies within one of the same three ranges/rings. Nine combinations of these ranges/rings are possible.

Figure 8 makes it apparent that an individual might have the greatest or most definite tendency to behave in a non-interactive manner if his or her levels of self- and people-orientedness were both within the very low range (ring 1, the 1st to 4th percentile range). Theoretically, this heavily shaded combination (in the bottom left corner) would underlie a very non-interactive style.

It must be pointed out, however, that virtually no one is so low in self-orientedness and, at the same time, so low in people-orientedness—especially by nature. This combination is virtually impossible, because the levels of so many underlying characteristics must be so unusually low. In fact, many of the traits in which a person would have to be low have negative or reverse correlations. For example, a negative or reverse correlation usually exists between the economic and political values on one hand, and the social and benevolence values on the other. (In other words, most people's economic and political values tend to be relatively low when their social and benevolence values are high—and their social and benevolence values tend to be relatively low when their economic and political values are high.) This simply means, for example, that relatively few healthy, normal people will be so low in all four important self- and people-oriented values as to be in the heavily-shaded box in the bottom left corner. Thus, most of those relatively few people who are non-interactive by nature possess combinations of levels of self- and people-orientedness indicated by the more lightly shaded squares in the bottom left corner of Figure 8.

Most interestingly, however, there are more people who *behave* non-interactively than are non-interactive *by nature*. Those who do not tend to behave this way by nature are actually higher in self- and/or people-orientedness. They may have given up trying to establish and maintain relationships for one or more of the following reasons:

a.   their attempts to approach others and establish relationships have not been reciprocated;

b. they have been dominated, depreciated, hurt, and driven into withdrawal by an authoritarian boss, spouse, or parent;
c. their relationships have become extremely unrewarding or dissatisfying, and they are not in a position to terminate them; and/or
d. their efforts to develop and maintain relationships have been thwarted by unconducive circumstances.

Another possibility should also be acknowledged. It could be that a "defeated non-interactive" has combinations of levels such as those that border the top of the nine-square block or the right side of that block. Such a person is so close to being "low self and/or low people" by nature that his or her interpersonal attitudes and capabilities may not be adequate for developing and maintaining functional, satisfying relationships. Therefore, the individual's nature could be a partial cause of the circumstances mentioned above. Because environmental circumstances often cause "interpersonal defeat," we refer to the style used under these circumstances as the "defeated style."

Underlying Levels of
Specific Personal Characteristics

Non-interactive introverts tend to be low in personality traits such as self-confidence, self-assertiveness, sociability, adaptability, social maturity, and emotional stability. They also tend to be in the low range in the self-oriented economic and political values and in the people-oriented social and benevolence values—one set of which is normally higher than the other.

Non-interactive "defeated individuals" can be relatively low in the same personality traits, but they may be slightly higher in self- and/or people-oriented needs and values. If they are "defeated rebels," they can be low in traits such as conformity, benevolence, social conscientiousness, responsibility, and self-control.

Ego States and Life Positions

The *non-interactive introvert's* primary ego state is the very compliant (but "put off") child. His or her associated life position is "I'm not OK, you're not OK."

The *non-interactive defeated person's* primary ego state can be the rebellious child. His or her associated life position is also "I'm not OK, you're not OK."

These people feel despair and powerlessness. They feel unable to control their lives and to fulfill their own needs.

Associated Behavior

Ego Enhancement and Defense

O Employs few if any positive ego enhancement mechanisms.
O Since is insecure and withdrawn, rather passively employs negative enhancers:
  o Will apply double standards.
  o Will sometimes criticize, blame, ridicule, and hurt others.
  o Having been unsuccessful and having become withdrawn, does not usually attempt to dominate or outcompete others.
  o May occasionally manipulate others.
O Is most inclined to use ego defense mechanisms:
  o Mostly denies, projects, and rationalizes.
  o Compensates, sublimates, represses, fantasizes, and regresses to a greater extent than most other types of people.

Interpersonal Dimensions

O Is passive in terms of initiative.
O Is distant in terms of connection.
O Is low in self-disclosure.
O Is "hidden" with respect to expectations and intentions.
O Is insecure and "one down" in terms of status.
O Tends to be neither competitive nor collaborative with respect to resources.
O While is inclined to be dependent by nature, does not behave dependently because seldom interacts with others.
O Is emotionally unstable (full of anxieties).
O Tends to avoid conflict—and actually minimizes it by not interacting with others.
O Takes a long time to develop the very few relationships that he or she has.

Behavior Associated with
Approach, Development, and Maintenance Phases

O Not wanting to elicit negative feedback from others, the "introverted non-interactive" is a Type 11 (non-) approacher.
O When does approach others, the "defeated non-interactive" is a Type 5 (self-centered, insecure) approacher.
O Develops few acqaintances and even fewer close relationships.
O Only develops (non-threatening) relationships with those whom he or she trusts most.

O   Is ineffective at developing and maintaining close, mature, on-going relationships.

General Behavior Patterns

O   Is inclined to repress feelings toward others.
O   Judges others in terms of how well they treat him or her.
O   Tends to be a loner.
O   Is relatively uncommunicative.
O   Does not display any particular feeling of responsibility regarding others' feelings or well-being.
O   Is inclined to trust only those who seem competent and could, if asked to do so, help him or her maintain the status quo.
O   Does not let other people know where they stand with him/her.

Interpersonal Maneuvers Tends to Use

O   Often defensively counters others' maneuvers.
O   Because may have gotten to the point of not caring about the consequences of such behavior, can attempt to threaten and intimidate in a vindictive, vengeful manner.

Behavior in Groups

O   Being a loner, the non-interactive introvert tends not to join groups.
O   If is a "defeated non-interactive," may join groups whose main norms revolve around rebelling against and/or getting even with those whom they perceive as having treated them badly.
O   If/when either type is a member of a group, will tend to behave in the ways mentioned above (but will interact more amiably and trustingly toward group members than toward outsiders).
O   Does not make waves by voicing opinions.

Managerial/Leadership, Parental, Marital, and Occupational Tendencies

O   If is a "non-interactive introvert," is most likely type of person to be a non-manager or non-leader, who uses the "low task, low people" style.
O   If is a "defeated non-interactive," is more likely to be an authoritarian (high task, low people) if is placed in a managerial or leadership position (where can control, get "one up" on, and get back at others by using position-based authority).

O   Can be authoritarian (critical) or even autocratic (very critical) when becomes a parent.
O   Is inclined to abuse position-based authority by getting others (subordinates) to do personal tasks or errands.
O   Is most likely to be the husband or wife who (a) is most "one down" in the relationship (is the least loved), (b) has tried to relate more effectively in order to minimize problems and negative feedback, (c) has finally given up trying, and (d) simply does not want to make matters any worse.
O   Can be found in all occupations—especially where (a) the job is insignificant, frustrating, or otherwise unsatisfying; and/or (b) the boss is very authoritarian.

The Middle-Road or "Average" Style
[Medium Self-Orientedness, Medium People-Orientedness]

This is called the middle-of-the-road style because, as shown in the middle section of Figure 8, it is directly between the authoritarian and permissive tyles.

Although we have not devoted two columns to this style in Table B, some who use it are "very middle road," while others are "relatively middle road." Since degrees of middle road behavior are not quite as important as degrees of some other basic styles, we will simply discuss the basic style here.

Basic Description

This style is also called the following: the "medium/average assertiveness, medium/average responsiveness" style; the conserving-holding style; and the compromising or balancing style.

People who use this style can be called balancers and compromisers because they attempt to achieve a balance between self-orientedness and people-orientedness. They tend to be performers and workaholics. They can also be described as consultive, changeable, and anxious about criticism.

The most likely people to use this style have the natures described below. Others, however, may behave in a middle road manner if organizational and environmental factors are conducive. More important, those who have a middle road nature can use other styles when non-personal factors influence them to do so. This is why more people use the authoritarian, relatively permissive, somewhat non-interactive, and relatively synergistic styles than are authoritarian, permissive, non-interactive, or synergistic by nature.

Underlying Levels of Orientations and Specific Traits

Underlying Levels of Self- and People-Orientedness

Figure 8 indicates that a person will have a tendency to behave in a solid mid-road manner if (a) his or her level of self-orientedness lies within the low average, the average/medium, or the high average range (ring 4, 5, or 6), and (b) his or her level of people-orientedness lies within one of the same three ranges or rings. Nine combinations of these ranges or rings are possible.

Figure 8 makes it apparent that an individual will have the most definite tendency to be "right smack in the middle of the road" if his or her levels of self- and people-orientedness both lie within the average or medium range (ring 5, the 41st to 60th percentile range). This is the nature of the individual we will be describing below.

As the levels of self- and/or people-orientedness either increase or decrease (from the most heavily shaded square), the tendency to behave in a distinctively middle road manner decreases and the tendency to behave in another manner increases. Therefore, as shown in Figure 8, combinations of levels of self- and people-orientedness that are also in the "medium self, medium people" area can be considered "relatively mid-road." One can also see in the figure that these combinations border on other basic styles. The three "medium self, low average to high average" combinations border on the sociable style. Combinations to the immediate right of the mid-road block are partly in the paternalistic style. The "low average self, high average people" square borders the relatively permissive style. And so forth.

As discussed several times before, determining which style a person is most inclined to use can involve making a judgment based on consideration of (a) behavior patterns, (b) specific percentile levels of self- and people-orientedness, and even (c) specific percentile levels of specific traits. Examples:

1. If a "high average self, low average people" individual (a) behaved in a more authoritarian than middle road manner, (b) were above the middle percentile of ring 6 in self-orientedness, and (c) were below the middle percentile of ring 4 in people-orientedness, we might consider the individual to be "borderline authoritarian." Such a person could easily behave in an authoritarian manner if he or she were in a dominant role or were placed in a supervisory/managerial/leadership position.

2. If a "low average self, high average people" individual (a) were well below the middle percentile of ring 4 in self-orientedness, (b) were well above the middle percentile of ring 6 in people-orientedness, but (c) still behaved in a more mid-road than permissive manner, we would consider the person to be middle-of-the-road. Even so, such a person could easily behave in a more permissive than mid-road manner if he or she were in a non-dominant role or were placed in a subordinate position.

Underlying Levels of Specific Personal Characteristics

The behavior of middle-roaders reflects a balance between (a) levels of self-centered economic, political, and achievement values that "average out" somewhere between low average/medium and high average/medium, and (b) levels of people-oriented social, benevolence, and religious values that average out somewhere between low average/medium and high average/medium.

Their other values and their personality traits, which individually may be somewhat higher or lower than medium or average, also tend to average out either in or very close to the broad average or medium range.

Similarly, their levels of self- and people-oriented capabilities average out at levels either in or very close to the low medium to high medium range.

These people are not entirely selfish—nor are they entirely selfless. They are the majority of people, who are neither all good nor all bad.

Ego State(s) and Life Position

Middle-roaders' ego states vary depending on (a) their combinations of levels of self- and people-orientedness, and (b) whether they are in dominant or non-dominant roles/positions. Examples:

1. A person having a "medium self, medium people" combination would tend toward the critical parent state when in a dominant role or position or when feeling more OK than others, but would tend toward the compliant child state when in a subordinate position or when feeling less OK than others.

2. A person having a "low average self, high average people" combination would tend toward the compli-

ant child ego state, while the person having a "high average self, low average people" combination would tend toward the critical parent state.

3. The person having a "high average self, high average people" combination would have some nurturing parent, some adjusted child, and some adult in him/her.

In general, a middle-roader's associated life position is "I'm fairly OK, you're fairly OK."

Associated Behavior

Ego Enhancement and Defense

O Measures how OK or successful he or she is in terms of his/her highest values or interests and greatest strengths.
O Will use most ego enhancement mechanisms—both positive and negative—at one time or another.
O Will use most ego defense mechanisms at one time or another.

Interpersonal Dimensions

O Is medium in initiative (is an ambivert).
O Is fairly equal in terms of status.
O Is somewhat interdependent.
O Is medium in self-disclosure (to most people).
O Is medium in disclosing expectations or intentions (to most people).
O Is medium in terms of connection (with most people).
O Competes for resources to an average extent (is fairly competitive).
O Is fairly even-tempered and stable emotionally.
O Sometimes generates and sometimes avoids conflict, but will usually try to moderate it when it occurs.
O Tends to take an average or medium amount of time with respect to time contact.

Behavior Associated with
Approach, Development, and Maintenance Phases

O Is a Type 9 (balanced) approacher.
O Has numerous acquaintances.
O Has an average number of close relationships, most of which are fairly mature.
O Is a good developer and maintainer, but not the best.

General Behavior Patterns

O Is moderately sensitive/attentive to the needs, feelings, goals, and aspirations of others.
O Judges others largely on whether or not they achieve a reasonable balance between selfishness and selflessness.
O Behaves in a manner that keeps tensions low.
O Strives to be accepted by others as one of the group.
O Will usually give others positive strokes.
O Will deliver retalliatory negative strokes when depreciated or otherwise hurt by others.
O Uses the natures of relationships with others to measure his or her own interpersonal performance.

Interpersonal Maneuvers Tends to Use

O If is close to being adult/synergistic, will primarily use maneuvers associated with the "salesman's approach."
O If is close to being authoritarian, and if feels equal to or more OK than those around him/her, will be inclined to use maneuvers associated with establishing, enhancing, and maintaining dominance—in addition to using maneuvers associated with the sales approach.
O If is close to being permissive, and feels less OK or is in a less dominant position than those around him/her, will be inclined to use more moral and emotional persuasion—in addition to using maneuvers associated with the sales approach.

Behavior in Social Groups

O Is competitive with others, but not to the point of antagonizing them.
O Will consult others before making decisions that affect them.
O If trusts people, will express feelings, ideas, suggestions, and opinions rather openly.
O Listens to others to find out what they are thinking and how he or she is coming across to them.
O Is inclined to tell others what thinks they want to hear.

Managerial/Leadership, Parental, Marital,
and Occupational Tendencies

O As a manager, leader, or supervisor, is most inclined to use the middle-road or "medium task, medium people" style.
O Exercises mostly role-/position-based power/authority, but also exercises some expertise-based and personality-based influence.

O   Tends to value money and material things more than power.

O   Is a mid-road parent, who, depending on the circumstances and on his or her combination of self- and people-orienredness, can be mid-road or can be slightly more authoritarian, nurturing, permissive, or adult/synergistic.

O   As a marital partner, both gives and takes.

O   Can be found in all occupations.

"Average people" tend to be good bosses, parents, spouses, friends, and co-workers—but not necessarily the best. They sometimes behave in a selfless manner, but they usually behave in a somewhat more self-centered manner. In general, however, they try to balance the fulfillment of their own needs, feelings, and aspirations with those of other people, so that their own will not be fulfilled at too great an expense to those of others.

The Synergistic Style(s)
[High Self-Orientedness,
High People-Orientedness]

While this general style is in the top right corner of Figure 8, Table B indicates that we associate two sub-styles with it: the "adult or relatively synergistic style" and the "very synergistic style." The differences between these sub-styles involve degrees of behavior and levels of specific characteristics. Both sub-styles, however, involve a well above average balance between self-orientedness (individuality) and people-orientedness (communality). This, in our view, makes them the most effective interpersonal styles.

Basic Description

These styles are also called the following: the participative or team styles; the "high assertiveness, high responsiveness" styles; the collaborative styles; the adapting-dealing styles; the win-win styles (in terms of conflict resolution); and the dominant-warm styles.

People who behave in a synergistic manner can be described as follows: thinkers; communicators; developers; integrators; team-builders; influencers; positive strokers; and confronters (with respect to conflict resolution). They can also be described as self-assured, assertive, responsive, supportive, optimistic, realistic, and expressive.

Underlying Levels of
Orientations and Specific Traits

Underlying Level of
Self- and People-Orientedness

As illustrated in Figure 8, an individual will have a tendency to behave in a more or less synergistic manner if (a) his or her level of self-orientedness lies within the low high, the high, or the very high range (ring 7, 8, or 9), and (b) his or her level of people-orientedness lies within one of the same three ranges. Nine combinations of these ranges or rings are possible.

One might think that an individual would have the greatest or most definite tendency to behave in a synergistic manner if his or her levels of self-and people-orientedness were both within the very high range (ring 9). However, to be "very high self, very high people" by nature, an individual would have to be very high in almost all Target traits. As we will explain below, this is virtually impossible. In fact, being very high in certain traits is generally considered to be dysfunctional if not undesirable.

Still, it is possible for someone to be highly synergistic if (a) he or she usually behaves in a highly synergistic manner, and (b) his or her levels of self- and people-orientedness fall within the shaded areas of the following three combinations:

1. the "high self, very high people" combination, where the level of self-orientedness is above the middle percentile in the 8th ring, and the level of people-orientedness is below the middle percentile in the 9th ring;

2. the "high self, high people" combination, where the level of self-orientedness is above the middle percentile of the 8th ring, and the level of people-orientedness is above the middle percentile of the 8th ring; or

3. the "very high self, high people" combination, where the level of self-orientedness is below the middle percentile of the 9th ring, and the level of people-orientedness is above the middle percentile of the 8th ring.

We should be quick to point out that very, very few individuals have the combinations of levels mentioned above.

We consider a person to be Adult or Relatively Synergistic if (a) he or she usually behaves in a relatively synergistic, adult manner, and (b) his or her levels of self- and people-

orientedness fall within any of the eight squares in the top right corner (not the heavily shaded square) of Figure 8.

Underlying Levels of Specific Personal Characteristics

The following points, which involve levels of specific traits, explain certain statements made above.

First: No human being can be "perfect."

Second: It is questionable whether or not people can be very high in social, ego, and self-actualization needs at the same time.

Third: Combinations of very high levels of various valued matters are incompatible, and, thus, improbable. As we pointed out earlier, a negative or reverse correlation exists between the social value (a selfless value that has a positive correlation with benevolence) and the economic and political values (self-centered motives that have a mutual positive correlation and also have positive correlations with the practical-mindedness and leadership values). In other words, when the social and benevolence values are high, the economic and political values (and correlative values) tend to be relatively low—and when the economic and political values are high, the social and benevolence values tend to be relatively low.

Because these values are among the most significant determinants of an interpersonal style, and because they cannot all be equally high, it is virtually impossible for an individual to be very high in both self- and people-orientedness at the same time by nature (due to motive/attitudinal traits, at least).

Fourth: Even if valued matters could all be equally high, being very high in most of them can be considered compulsive, dysfunctional, or undesirable. Examples:

a. Being very high in the social value is often associated with being a goody-goody or having a martyr complex.
b. Being very high in the political value is associated with arrogant, insensitive, domineering, manipulative behavior.
c. Being very high in the economic value is associated with selfish, money-grubbing, status-conscious, materialistic behavior.

Fifth: Being high in some personality traits is incompatible with being high in others. For example: A negative or reverse correlation tends to exist between self-control and traits such as vigor, dominance, and sociability. (This means that, when self-control is high, the other traits tend to be relatively low —and when the other traits are high, self-control tends to be relatively low.) On the other hand, a positive correlation tends

to exist between self-control and traits such as social conscientiousness and responsibility. (This means that, when self-control is high, the other traits' levels also tend to be relatively high—and when self-control is low, the other traits' levels also tend to be relatively low.) Therefore, if self-control is high, then vigor, dominance, and sociability are likely to be relatively low, while social conscientiousness and responsibility are likely to be relatively high.

Sixth: Even if all personality traits could be very high, being so high in a personality trait is often associated with compulsive, abnormal, dysfunctional, or undesirable behavior. Examples:

a. Very high self-confidence is associated with an inability to recognize that one is not perfect and that there is room for self-improvement. It is also associated with cockiness and arrogance.
b. Being very active (physically and/or mentally) is associated to some extent with a lack of self-control and frenetic activity.
c. Very high sociability (extreme social extroversion) is often associated with insincere, untrustworthy, phony behavior.
d. A very high level of dominance (self-assertiveness) is often associated with overly aggressive, unrestrained, socially unconscientious, domineering behavior.
e. Very high social conscientiousness is sometimes associated with compulsive, somewhat self-destructive unselfishness.
f. Very high responsibility is associated with compulsively keeping one's nose to the grindstone (being a workaholic).
g. Very high social conscientiousness and responsibility are associated with being irritated by, critical, intolerant, and suspicious of, and antagonistic toward others (especially when these levels are not balanced by a fairly high level of adaptability).
h. Very high adaptability (flexibility) is sometimes associated with indecisiveness, vacillation, and inconstancy of purpose.
i. Very high original thinking is often associated with indecisiveness and impracticality.
j. Very high emotional stability and self-control are often associated with a very dull personality and lifestyle.

For most if not all personality traits, then, it is better (more functional) to be relatively high than to be very high.

Seventh: It is very difficult for an individual to acquire or develop very high levels of specialized skills. It is even more difficult for an individual to acquire all the knowledge neces-

sary to be very high in any knowledge factor on the Interpersonal Target.

Eighth: Whereas self-centered ego needs can be tempered by self-awareness, adaptability (self-honesty), self-control, and worthwhile socially-oriented motives, few if any human beings can keep their egos under control all the time. Thus, these needs often lead people to believe that they are just as capable as, if not more capable than, other people. Also, when confronted by the conflicts that constantly occur between their own and others' egos and wills, individuals tend to protect and strengthen their own egos—often at the expense of others' feelings and need fulfillment. Equally important, people's egos stand in the way of personal development and improvement. Their egos (and their defensiveness or relatively low adaptability) are largely responsible for their saying to themselves, "I'm OK the way I am, and don't really need or want to change." In fact, *in all our experience working with people in the areas of personal, managerial, l;eadership, and organization development, their own egos have seemed to be the most significant obstacles to improvement.*

Keys to Synergistic Behavior

By explaining why it is virtually impossible to be very high in self- and people-orientedness at the same time (especially based on motive/attitudinal traits)—and why combinations close to the top right corner of Figure 8 are also extremely hard if not virtually impossible to find—we do not mean to suggest that people cannot behave in a (highly) synergistic manner. Neither are we suggesting that people cannot attain the relatively high combinations of self- and people-orientedness. Nor are we suggesting that it is useless to try to develop synergistic attitudes and behavior patterns. On the contrary. In fact, the point we wish to emphasize here is that everyone can stand some improvement. The Interpersonal Target™ provides a bulls-eye at which to aim.

In our view, interpersonally synergistic individuals have the following profile:

A. They have matured out of the ego need level and have become self-actualizing.

They no longer compare themselves more favorably with others in order to feel OK. Instead, they accept themselves (and others) as they are, but make an effort to become what they have the potential to become.

B. They have a well above average balance between selfish and selfless motives.

In other words, their overall levels of self- and people-

oriented motive/attitudinal traits (a) are both higher than average or medium (higher than ring 5), and (b) are not too far apart.

How can someone having these overall levels of motive/attitudinal traits behave in a more synergistic than affiliative, mid-road, or paternalistic manner? The answer lies in the next point.

C. Their self- and people-related *capabilities* have been developed to high or very high levels (either by themselves or by others).

Their self- and people-related knowledge factors and skills are very high. Their personality traits are relatively high (rather than very high).

High to very high overall levels of self- and people-related capabilities are often high enough to compensate for somewhat lower levels of self- and people-oriented motive/attitudinal traits and pull overall levels of self- and people-orientedness up to one of the more synergistic combinations.

D. They have purposefully used and practiced synergistic behavior patterns to the point where their use has become a habit.

In other words, they have consciously tried to use these behavior patterns in all interpersonal situations. As a result, they have become accustomed to them, have learned how to make them work, and have become comfortable with them. Also, they have experienced more positive feedback though their use and have learned to appreciate the difference they can make.

Ego State(s) and Life Position(s)

The adult or relatively synergistic individual is mostly adult, but can also be part nurturing parent and part adjusted child. The life position associated with these (interacting) ego states is "I'm pretty much OK, you're retty much OK."

The very synergistic individual behaves more in what we have called the synergistic ego state. He or she can come from the little adult state—or even from the adjusted child or nurturing parent states—but, in our view, would be more likely to have been a synergistic child (brought up in a synergistic environment wherein social and mental development were equally emphasized). The associated life position is "I'm OK, and you're OK, but both of us can become even more OK by helping each other develop our potentials to the fullest."

Associated Behavior

Ego Enhancement and Defense

O Has developed a healthy ego (self-image/identity) and a high degree of self-confidence by developing the attitudes and capabilities necessary for interacting successfully with others.

O Primarily enhances ego using positive methods (personal development, self-expressive creativity, association, problem solving, and conscientious behavior toward others).

O Aware of having a human ego, tries hard to . . .
  o control it (and not employ negative ego enhancement mechanisms that put others down and make oneself feel more OK);
  o be honest with self (and not employ defensive mechanisms); and
  o be sensitive to others' egos and feelings.

Interpersonal Dimensions

O Is active in terms of initiative.
O Is high in self-disclosure.
O Is open in expressing expectations and intentions.
O Is intimate with regard to connection.
O Is equal in terms of status.
O Is collaborative regarding use of resources.
O Is interdependent.
O Is emotionally stable (but not so stable as to have a dull, lifeless personality).
O Moderates conflict.
O Requires relatively little time to develop a relationship.

Behavior Associated with
Approach, Development, and Maintenance Phases

O The adult or relatively synergistic individual is a Type 9 approacher, who possesses an above average to relatively high balance between the self and people orientations.

O The highly synergistic individual is a Type 10 approacher, who possesses a high balance between the self and people orientations. He or she approaches others in order to establish mutually beneficial relationships that will help both parties cope more successfully with life and the environment.

O Has many acquaintances and friends.

O Tends to develop mature, on-going relationships.

O Is very close and intimate with a select number of people, and maintains these relationships in a mature, on-going manner.

O Is the most effective developer and maintainer of mature relationships (partly because of balanced motives and partly because of well-developed interpersonal knowledge, skills, and behavioral tendencies).

General Behavior Patterns

O Interacts frequently with others—whether on a professional or a personal basis.

O Analyzes others' motives and attitudes to increase own understanding of and sensitivity to them.

O Demonstrates a consciousness of and consideration for others' needs, feelings, goals, and expectations.

O While both judges others and evaluates their behavior to some extent, tries to do the following:
  o accept others as they are;
  o help them to develop their potentials; and
  o refrain from imposing personal standards, attitudes, and expectations on them.

O Controls emotions and is consistently understanding, reasonable, tolerant, and congenial.

O Before doing something, tries to anticipate (a) whether the effects on others will be positive or negative, and (b) how the behavior will affect relationships with others over the long term.

O Talks with others to discover how each party can help the other cope with life and fulfill needs and goals.

O Uses words like "we," "you," "us," and "let's" more than the word "I."

O Is more concerned about what's right than who's right.

O Gives support, encouragement, or guidance when others want it; accepts others' support, encouragement, or guidance when needs it.

O Earns others' respect and trust by —
  o treating each as a unique individual;
  o not showing favoritism;
  o acknowledging his or her own mistakes and weaknesses; and
  o being tactful, considerate, and trustworthy.

O Helps others feel free to express their ideas, suggestions, opinions, feelings, and complaints openly and honestly by —
  o expressing his/her own to them openly, honestly;
  o being easy to approach, even when under pressure;
  o being willing to give sympathetic help on others' personal problems;
  o listening to others and showing respect for what they have to say;
  o disagreeing without being disagreeable;
  o maintaining free-flowing, effective two-way communication with others.

O Confronts interpersonal conflicts with other people and attempts to resolve them together.

Interpersonal Maneuvers Tends to Use

O Is a persuader or influencer rather than maneuverer.
O In influencing and persuading others, will use measures associated with the sales approach—but will do so in a rational, reasonable, fair, sensitive, give-and-take manner.
O If has power will not flaunt or abuse it; instead, will share it with others.

Behavior in Groups

O When interacting with other group members, behaves in the ways outlined above (but, like most people, can tend to be more congenial toward group members than toward outsiders).
O In most groups, exerts expertise- and personality-based influence rather than exerting role- or position-based power.
O In work-oriented groups, does not automatically assume the role of task leader; instead, either (a) "waits in the wings" to accept the role should it be offered voluntarily by other members, or (b) volunteers to take on the role if, because of expertise or experience, he or she might be the most appropriate choice.
O In socially-oriented groups, tends to join other members in according the role of social leader to the most affiliative member.
O Promotes group cohesiveness and morale.
O Is conscious of the group's norms and attempts to influence them in ways that are beneficial to the group and its individual members.
O Uses positive rather than negative sanctions to promote and reinforce the group's norms.

Managerial/Leadership, Parental, Marital, and Occupational Tendencies

O As a manager, leader, administrator, or supervisor, tends to use either the relatively synergistic style (the "rela-tively high task, relatively high people" style) or the highly synergistic style (the highly task- and people-oriented style).
O Exercises mostly expertise-based and personality-based influence, and seldom exerts role/position-based power or authority.
O In planniong, problem-solving, and decision-making situations, will consider all types of factors that may be operating: task-related, individual, social, organizational, and outside (external, environmental).
O Tends to be a synergistic parent, who develops his or her child's mental, social, and physical potentials.
O Tends to be a loving, caring, sensitive, reasonable, and tolerant spouse.
O Can have any type of occupation.

These individuals definitely follow the Golden Rule: they treat others as they themselves would like to be treated. But they go one step further. They also follow the Platinum Rule —attempting to treat others as those others would like to be treated. Of all types of people, they are the most conscious of themselves, others, and the natures of their relationships with others. They use both their hearts and minds to develop and maintain functional relationships.

Keep in mind that, although individuals may be medium to high in important drives, values, and personality traits, they can still behave in a highly self- and people-oriented manner. However, the lower the major traits involved, the more those individuals may have to stop and think about what they are doing and how to actually behave in the most synergistic manner.

Also remember that the styles described above represent distinctive types of people. Eeverybody is different—even though they may fit into a general type. One must look at each person as an individual—an individual who has particular levels of many specific traits.

SECTION 3

Behavior in Social Groups

In this section we describe and explain various aspects of behavior in socially-oriented groups. First, we discuss the formation and development of informal or social groups. Within this context, we deal with subjects such as the motivation to form and join groups, the dynamics of group formation, and the status and roles of members. Second, we discuss how groups maintain and perpetuate themselves using the norms (normative attitudes and behavioral expectations) and norm-enforcing sanctions (patterns of positive and negative feedback) that they develop.

Although we will essentially be talking about socially-oriented groups, much of what we will be saying also applies to task-oriented groups in organizations.

By understanding a group's norms and by being able to assess interpersonal activity within a group, one can better judge and respond to social behavior. By also identifying those who have status, certain roles, and influence within a group, one can better influence a group's attitudes and behavior.

Group
Formation and Development

Motivation to Form and Join Groups

Since we discussed people's motivation to form one-on-one and group relationships in Section 1 (pages 5 through 11), we will only summarize and elaborate on those points here.

Work- or Goal-Oriented Groups

Many groups are formed primarily to fulfill utilitarian and/or goal-oriented purposes.

   a. Some are formed to fulfill primarily economic objectives. This applies, for example, to cooperatives, business\associations, worker unions.

   b. Some are formed to fulfill political objectives (but these objectives can often have economic objectives as well). This applies to special interest groups (whose objective is to influence public

opinion and legislative processes) such as environmental groups, anti-poverty groups, and political action groups.

Many groups are formed in order to promote fulfillment of their own physiological and safety needs. This applies, for example, to neighborhood anti-crime or protection groups, local food/water cooperatives, and local disaster groups.

Many groups are formed to promote the fulfillment of others' physiological and safety needs. These include social welfare groups, public aid fund-raising groups, and child welfare groups.

Socially-Oriented Groups

Many groups form primarily to fulfill socially-related needs —social and ego needs. These socially-oriented groups can be divided into many sub-categories:

   a. Some are almost purely social. These include, for example, fraternities, sororities, and other social clubs, which largely promote social activities and interaction.

   b. Some combine the fulfilment of social and ego needs with recreational interests. These include bridge leagues, hunting clubs, and various sport-oriented teams or leagues.

   c. Some combine the fulfillment of social and ego needs with avocational interests. These include sewing groups, art clubs, collectors (of various things), and sports car clubs.

   d. Some combine the fulfillment of social and ego needs with vocational interests. These include, for example, computer user groups, professional clubs, and businesspersons' associations.

   e. Some combine the fulfillment of social and ego needs with the fulfillment of self-actualization needs. These include toastmasters clubs, study and discussion clubs, and self-improvement groups.

   f. Some combine the fulfillment of social and ego

**Figure 9:** *"Proximal Cohesion"* (in an office setting)
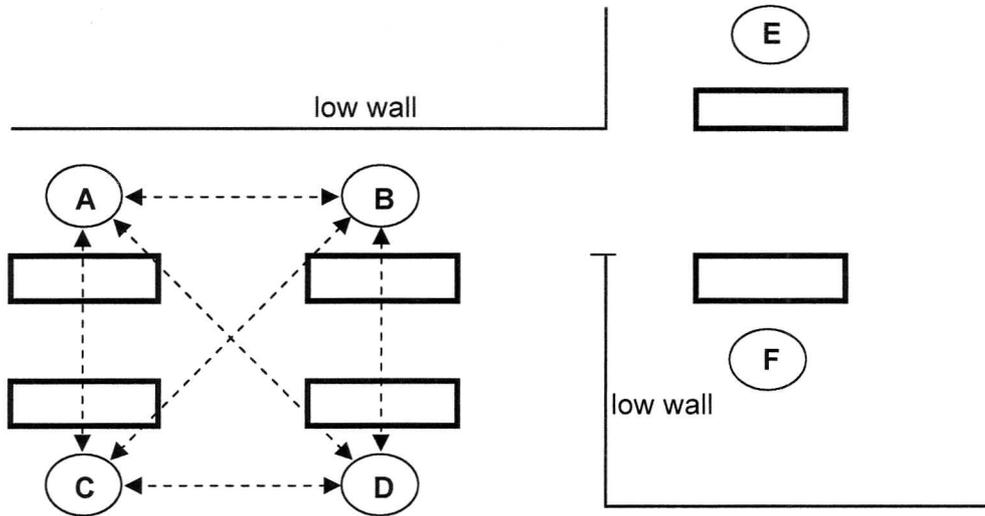
Figure 10: *"Non-Proximal Adhesion"* (from different or dispersed locations)
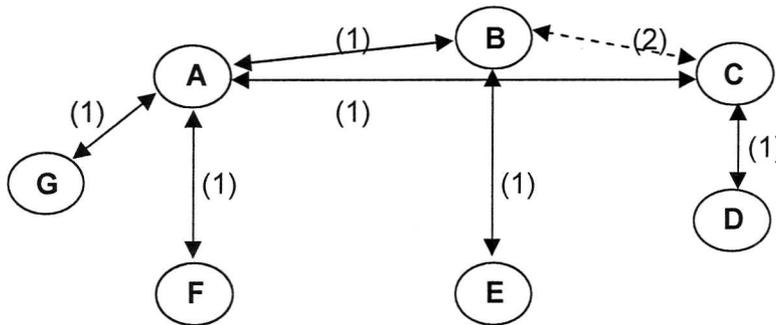
Initial Friendships (1)		then		Group Composition (over ti
A - B	→	B-C (2)	then	A - B - C
A - C				
A - G	→	G-B, G-C	then	A - B - C - G
B - E	→	E-A, E-C, E-G	then	A - B - C - G - E
A - F	→	F-B, F-C, FG, F-E	then	A - B - C - G - E - F
C - D	→	D-A, D-B, D-E, D-F, D-G	then	A - B - C - G - E - F - [

needs with mutual support and reinforcement. These include groups composed of persons who are physically and/or psychologically addicted (to drugs, alcohol, gambling, etc.) and their families.

In any of these cases, people gravitate toward individuals and groups with whom they share (or think they share) certain common needs, interests, goals, values, personality traits, and/or skills. Having something in common with other individuals is important to people. It is largely the basis on which people interact with each other either one-on-one or in groups.

Dynamics of Group Formation

In our view, groups tend to form as a result of one of two basic processes. We call the first process "proximal cohesion." We call the second process "non-proximal adhesion." Essentially, a particular process tends to occur under a particular set of circumstances.

Proximal Cohesion

The word "proximal" means "situated close to" or "in the proximity of." The word "cohesion" means "a union between similar (things)." Thus, "proximal cohesion" means the union of people who are situated close together and have something in common.

A "process of cohesion" tends to occur where people (a) are already either working, playing, or otherwise interacting together; (b) are situated in close proximity to each other (e.g., because of work area or office layout); (c) can communicate rather easily through speech, gestures, etc.; and (d) have certain characteristics in common.

> *Example*: As shown in **Figure 9**, persons A, B, C, D, E, and F are all working in an office area. They are already acquainted and interacting with each other because of the interdependencies among their jobs. Since **A**, **B**, **C**, and **D** share certain traits, interests, and/or goals, the situation is ripe for socially-oriented one-on-one and group relationships to develop among them. As interpersonal relationships do develop, a group begins to take shape—a group in which relationships become closer and more "cohesive" or "group-oriented."

The group that forms may or may not include all the persons who are physically close to each other. In addition, it may or may not grow larger. If it does grow, it can do so by either (a) admitting others in the work group (people **E** and **F**, who were not original members), or (b) going through the process of "non-proximal adhesion."

Non-Proximal Adhesion

"Non-proximal" means "not in proximity." "Adhesion" means "a union of parts by growth" or "agreement to join." Thus, "non-proximal adhesion" means "the formation of a group of people who are not situated close together."

> *Example*: As shown in **Figure 10**, individuals **A** through **F** are not initially in the same location. Let us say that they work for different organizations. Having met **B** and **C** at different social functions, **A** has already formed separate one-on-one relationships with them. Although **B** and **C** previously did not know each other, they are introduced at a social gathering attended by all three. Since **A** had characteristics and interests in common with both **B** and **C**, **B** and **C** have several things in common with each other. Thus, **B** and **C** become friends. As a result, **A**, **B**, and **C** interact together with increasing frequency and eventually become a "small group."

This group (the "nucleus") may grow by further adhesion. As shown in Figure 10, for example, **A**, **B**, and **C** invite other friends to participate in their activities and associate with them. As a result, **D**, **E**, **F**, and **G** are assimilated into the group.

How large the group becomes is a function of various factors that we will be discussing in the following pages.

Membership Phenomena

Membership Qualifications

As a rule, social groups are more inclined to accept into their ranks those persons who possess most if not all of the following "qualifications":

a. they share characteristics and attitudes valued by the group;
b. they can be expected to adhere to the group's normative attitudes and behavior;
c. they will tend to contribute to the group's image or status vis-a-vis other groups; and
d. they appear to be likable and congenial.

Members' Status

A person's status within a group is largely a function of his or her levels of the characteristics most valued and shared by the group. It can also be due to how consistently he or she adheres to the group's norms.

Members who possess higher levels of valued characteristics and adhere more consistently to group norms tend to have a higher status. The reverse tends to be true of members who have relatively low status.

Members' Roles

Status in a group generally carries with it a role—and there are various roles that can be played.

Those who function to implement and maintain the group's norms, and who usually possess high levels of the group's valued characteristics, tend to be group leaders.

The *task leader* is the member who reinforces group goals, exhorts the group to accomplish activities, and provides guidance, direction, and coordination during task-oriented activities. Group leaders are likely to be followed because of their high degree of work-related expertise.

The *social leader* is the member who encourages social interaction within the group, fosters the morale and "esprit" of the group, and often reduces tensions by shifting members' attention away from conflict to more friendly interactions. He or she is likely to be followed in social matters because of a highly sociable personality. Social leaders can occasionally break group norms because of their very high status. [The task leader and social leader may or may not be the same individual.]

The remaining members of the group can have several non-leadership roles. First and foremost, the other members are the *followers*. They confer status upon and receive status from others in the group. Because their status is not as high as the task and social leaders, they are less inclined to violate the group's norms and customs. (However, "fringe members" and newcomers to the group, both of whom have relatively low status, may have little to lose by breaking the group's norms.)

The role of an *arbitrator* is to reduce tensions arising from interpersonal conflicts by mediating between the parties involved in order to help them resolve their differences. This role may be performed by the task leader when task-related interpersonal conflicts are involved. It may be performed by the social leader when conflicts arise during more socially-oriented group activities. Or it may be performed by another member of the group, who may be good at mediating conflicts. Such a person tends to have slightly greater status than other followers.

Many groups have a *clown or entertainer*. Inasmuch as this person can generate laughter within the group, he or she can also perform the function of a *tension-reducer*. Such individuals also tend to have more status than other followers.

Those members who have friends outside the group can be *inter-unit contacts* between the group and other groups to which their friends belong.

Development of Group Relationships

Relationships among group members develop much as they do between individuals involved in one-on-one relationships. The difference is that developmental processes among group members are complicated by the number of combinations of relationships existing within a group.

Example: John, Mary, and Bill make up a small socially-oriented group.

John and Mary have a relationship in which John is slightly more dominant because of his organizational level. John likes Mary and interacts with her fairly frequently.

John also has an interpersonal relationship with Bill. But since John is considerably younger than Bill, he assumes a more submissive, dependent manner. John likes Bill, but does not interact with him as much as he does with Mary.

In the relationship between Bill and Mary, however, Mary is the more dominant personality, partly because Bill feels protective of her and likes her so much. Since Mary likes Bill, too, they are very close and interact with each other more frequently than they do with John.

When John, Mary, and Bill are all together, however, they behave somewhat differently with each other than they do on a one-to-one basis. For example: John, somewhat intimidated by Bill's protectiveness toward Mary, and somewhat jealous of their close relationship, behaves less aggressively toward Mary. Mary, wanting John not to feel slighted, gives him somewhat more attention than Bill. Although Bill is generally somewhat reserved in his relationships with John and Mary, he becomes more assertive —partly to get more attention from Mary and partly to keep John from dominating the group because of his organizational status.

Since we have already discussed the dynamics of the developmental process, it is more important at this point that we discuss what phenomena develop during the developmental

phase: group norms and sanctions that deal with how the group will maintain itself and the relationships existing within it.

Group Maintenance

Because membership in a group fulfills important social and self-image needs, groups tend to maintain and perpetuate themselves for the benefit of all members. To do so, they develop group norms and enforce them with various sanctions.

Group Norms

Description

Group norms are attitudes, expectations, and rules regarding what members should or should not do under various circumstances. They include: group values, attitudes, interests, and goals; expected modes of behavior; customs; social procedures; and both formal and informal rules.

The basic functions of group norms are to . . .

 a. maintain an atmosphere in which members' needs can be consistently fulfilled;
 b. solidify interpersonal relationships among group members;
 c. promote high morale and "esprit";
 d. increase the uniformity of members' attitudes;
 e. promote unit of purpose;
 f. prevent internal conflict;
 g. increase the uniformity of internally- and externally-directed behavior;
 h. promote concerted action (especially when the norms or activities of the group are threatened from inside or outside); and
 i. perpetuate the group.

Matters With Which Group Norms Deal

To perform the functions mentioned above, group norms must deal with both internal and external matters.

Some of the internal matters with which group norms deal are:

 a. membership qualifications;
 b. how status is to be conferred upon members;
 c. who will perform which roles (e.g., social leader, task leader, arbitrator, tension-reducer, clown/entertainer, follower);
 d. how members should interact with and behave toward each other;
 e. the manner in which work is to be done or group activities are to be performed;
 f. how interpersonal conflicts are to be resolved; and
 g. how norms themselves are to be enforced within the group—through the use of both positive and negative sanctions (positive and negative stimuli and/or feedback).

Some of the external matters with which norms deal are:

 a. how members should behave toward people outside the group;
 b. how outsiders should behave toward group members;
 c. how to maintain the group's identity or image vis-a-vis other individuals and groups; and
 d. how influence should be exerted on other individuals and groups so that their behavior will be functional for the group's maintenance, cohesion, goal achievement, and morale.

Examples of Norms

A common middle management norm is to withhold bad news from one's superiors.

In some R&D management groups the norm is, "If you've got power, don't flaunt it," whereas in many operations management groups it might be, "If you've got the power, use it."

In many organizational groups the norm is, "Don't out-perform the rest of the group and get performance standards raised for everyone."

In many worker-level groups it is the norm to "act masculine and hide your feelings," whereas in social service groups it is to "be sensitive to others and express your feelings."

The Development of Group Norms

The development of a group's norms is influenced by some combination of both individual and shared needs and motives, interests, goals and expectations, attitudes regarding various matters, and abilities (strengths and weaknesses).

The developmental process actually involves many processes: learning; trial and success; problem-solving; attitude and behavior modification (both purposeful and unconscious); and conflict resolution.

The developmental process is continuous. Initial norms can be replaced with newer norms as a result of experience gained through internal and external interactions.

It should be pointed out that, while norms are meant to be functional for groups' well-being and maintenance, they are often dysfunctional for interpersonal and working relationships with outside individuals and/or groups. We will have more to say about this when discussing sources of conflict.

It should also be pointed out that *group norms usually develop and operate without group members and outsiders really being consciously aware of them. Thus, their influences on people's attitudes and behavior are often among the most subtle and unrecognized of all influences.*

Norm-Enforcing Sanctions

Groups maintain adherence to their norms through members' use of rewarding and penalizing sanctions. Sanctions are essentially positive and negative stimuli or feedback.

Positive Sanctions

The various forms and degrees of positive sanctions that are used to encourage, reward, and reinforce members' adherence or conformity to group norms include:

a. expressions of approval or praise;
b. verbal or physical expressions of friendship;
c. acknowledgement of group membership;
d. acknowledgement of status within the group;
e. conferment of increased status;
f. conferment of an important role or function;
g. increased cooperation in group activities;
h. the volunteering of useful information;
i. making an individual look good in front of other people; and
j. other forms and degrees of positive strokes or feedback mentioned in Table B on page 12 of Part I.

The positive sanctions that are used to encourage, reward, and reinforce functional behavior toward the group by outsiders include all of the above except the following: acknowledgement of group membership (c above); acknowledgement of status within the group (d above); and conferment of increased status in the group (e above). They can, however, also include acknowledgement of an outsider's status in an organization and his or her acceptance into the group.

Negative Sanctions

The various forms and degrees of negative sanctions used to discourage and punish behavior that deviates from group norms and is detrimental to the group include:

a. ridicule and sarcastic remarks;
b. criticism;
c. blame;
d. indications of reduced status within the group;
e. reduced cooperation in group activities;
f. the withholding of information;
g. making an individual look bad in front of other people;
h. exclusion from group activities;
i. ignoring or avoiding the individual;
j. rejection;
k. threats of being ostracized from the group;
l. actual ostracism from the group; and
m. other forms of negative feedback listed in Table B on page 12 of Part I.

The negative sanctions that are used to discourage and punish dysfunctional behavior toward the group by outsiders include all of the above except the following: indications of reduced status within the group (d above); reduced cooperation in group activities (e above); threats of ostracism from the group (k above); and actual ostracism from the group (l above).

Criteria for Employing Sanctions

In a given situation involving a particular member's or outsider's behavior, many factors determine (1) whether or not group members actually apply sanctions; (2) which positive or negative sanction(s) each member applies; and (3) how each member applies his or her sanction(s).

The following are some of the major determining factors:

a. whether the behavior involved is functional or dysfunctional for individual members and/or the group as a whole;
b. the extent to which the behavior is either functional or dysfunctional;
c. the characteristics, group role, group status, and organizational position or status of the individual whose behavior is involved;
d. the characteristics, group roles, group status, and organizational positions and status of group members; and
e. the existing (interpersonal) relationships between group members and the individual or individuals involved.

As in the case of group norms, sanctions can be applied to members and outsiders without anyone being consciously aware of their application. Thus, the application of sanctions can be a subtle but powerful influence on people's attitudes and behavior.

Factors That Determine the
Degree of Influence Exerted

In general, the more or greater each of the following factors, the greater or stronger a group's influence on either a member or outsider:

a. the degree to which the individual's behavior is either functional or dysfunctional for individual group members and/or the group as a whole;

b. the extent to which the individual's performance, need fulfillment, and goal attainment can be affected by the group's behavior;

c. the extent to which the individual may be insecure, lacking in self-confidence, dependent, and submissive (in terms of his or her personality);

d. the extent to which the individual shares the group's values, interests, attitudes, goals, and problems;

e. the cohesiveness of the group, which in turn affects the uniformity and concertedness with which members apply sanctions;

f. the strength of the positive or negative sanctions that are applied to the individual by the group;

g. the number of opportunities that group members have to apply sanctions to the individual (a function of the number of contacts between group members and the individual, which, in turn, is a function of interdependencies between jobs or roles); and

h. the ease with which group members can apply sanctions through speech, gestures, facial expressions, or actions (a factor that is a function of people's proximity, the available modes of communication, the frequency of contacts, and other factors).

In general, the more or greater each of the following factors, the smaller or weaker a group's influence on either a member or an outsider:

a. the degrees to which the individual is affected by opposing or conflicting influences being exerted by other individuals and groups; and

b. the degrees to which the individual is affected by opposing or conflicting influences being exerted by job, organizational, and outside forces or factors.

Degree of Influence on Members vs.
Degree of Influence on Outsiders

Generally speaking, stronger socially-oriented influences are exerted on individuals by the groups to which they belong than by the groups to which they do not belong. Among the reasons are the following.

A. When people join any social group, they entrust the fulfillment of various social and ego needs (and perhaps other needs as well) to the group. In effect, they make themselves relatively dependent on the group, thereby enabling it to fulfill certain needs more fully, consistently, and meaningfully than groups to which they do not belong. However, they also make themselves vulnerable to the group, thereby enabling it to threaten the fulfillment of various needs to a greater extent than groups to which they do not belong. Consequently, individuals are normally more sensitive to the positive and negative feedback (sanctions) that are applied to them by groups of which they are members—and, therefore, adhere much more closely to those groups' norms.

Even though this is generally the case regardless of individuals' status and roles in groups, two points should be mentioned. First, group leaders are usually allowed to deviate from group norms to a greater extent than most other members, largely because of their higher status and their normally greater emulation of group norms. Second, "fringe members" and members who have relatively low status can tend to deviate from group norms to a greater extent than other members, largely because they usually have a bit less to lose when doing so.

B. People normally have closer relationships and more frequent face-to-face social contacts with members of groups to which they belong than with members of groups to which they do not belong. This enables groups of which they are members to apply positive and negative social sanctions to them more easily, uniformly, concertedly, and effectively than groups of which they are not members.

Although the social influences exerted by the groups to which individuals belong are generally stronger, equally strong and even stronger influences can be exerted by groups to which they do not belong. When this does happen in a situation involving a particular group and outsider, each of the following factors can be wholly or at least partly responsible:

a. one or more members of the group are in a position to affect the outsider's performance, need fulfillment, and/or goal attainment to a high degree;

b. one or more members of the group are able to apply sanctions with equal or greater fequency and effectiveness (perhaps due, for example, to closer proximity to the individual, to access to more effective modes of communication, or to more frequent contact in various situations);

c. the outsider wants very much to be accepted as a member of the group, and, therefore, adheres voluntarily to its norms and is very sensitive to the sanctions it applies.

Other Maintenance Phenomena

Conflict Resolution

To maintain internal stability, groups must deal with interpersonal conflicts that can be caused, for example, by differences between members' tasks or between their values, personalities, beliefs, and attitudes.

Group norms and sanctions can influence whether or not conflicts will surface and how they will be dealt with if they do surface. For example, it may be customary for members of the group to exercise sanctions such as overt disapproval of members involved until they resolve their problem.

Resolution can also be facilitated by group members exercising their tension-reducing roles. For example, the social leader could initiate other members' use of the sanctions mentioned above. Or the arbitrator could act as a "go-between" in order to bring about a compromise. Or the group clown could make the situation seem laughable and rather pointless.

Image Reinforcement

Groups also maintain cohesion by comparing themselves with other groups. It is not unusual to hear comments such as,

"Oh, they _____ all the time, but we wouldn't think of doing that," or "We can _____ better than they can," or "Look at what they're doing now." This is a simple device. By putting others down, they put themselves up. It is a matter of self-image building and reinforcement, which is an important element of human nature.

Competition between groups can also reinforce both internal solidarity and the group's status in the eyes of other groups—especially when the group wins.

Membership

The issue of a prospective member's admittance into a group often generates conflict within the group. If the individual has excellent qualifications, members who have high status in the group might want to admit the prospect because he or she would add to the status of the entire group—but they might not want to admit the prospect because their own relatively high status in the group could be challenged and/or diminished. Members who have relatively low status might want to admit a prospect because the entire group's status would be increased, but they might not want to admit him or her because their own already low status could be further reduced. (If the prospective member has relatively low qualifications, the motives of high and low status members could be reversed.)

Whether or not a newcomer is accepted into a group is a matter of who stands to gain the most, who stands to lose the most, who can exercise the most influence on the rest of the group, the group's well-established norms, and the interactions that take place during the decision-making process.

Groups also maintain themselves by expelling members who consistently break group norms, jeopardize the group's status vis-a-vis other groups, or behave in any other manner that would undermine order and cohesion within the group.

Footnotes to Part II

1. Levinson, Harry, "The Abrasive Personality," *Harvard Business Review*, May-June 1978, p. 86.

2. Lapham, Tom, author of *Business Marketing Reference Manual*, referenced in "Reacting to Difficult Types," *Communication Briefings*, Vol XV, No. II, p. 8.

3. Maslow, Abraham H., "A Theory of Motivation," *Psychological Rreview*, 1943, 50, 370-396; and *Motivation and Personality* (New York:Harper & Bros., 1954).

4. Herzberg, Frederick, *Work and the Nature of Man* (Cleveland, OH: World Publishing Company, 1966).

5. McClelland, David C., *The Achieving Society* (Princeton, NJ: D. Van Nostrand, 1961);
"Business Drive and National Achievement," *Harvard Busines Review*, July-August 1962, 99-112;
and Burnham, David H., "Power Is the Great Motivator," *Harvard Busines Review*, March-April 1976, 100-110.

6. Drucker, Peter F., *The Practice of Management* (New York: Harper & Bros., 1954).

APPENDIX A

Trait Assessment Worksheet / Trait Profile

	1-4	5-11	12-23	24-40	41-60	61-77	78-89	90-96	97+
Percentile Range:									
% Adults in Range:	4%	7%	12%	17%	20%	17%	12%	7%	4%
Range Description:	Vry Lo	Lo	Hi Lo	Lo Avg.	Avg. (Medium)	Hi Avg.	Lo Hi	Hi	Vry Hi
Target Ring Number:	1	2	3	4	5	6	7	8	9

Basic Mental & Physical Abilities
- Intelligence (academic)
- Social insight (/intelligence)
- Communicative skills
- Health / Energy

Specialized Mental Abilities
- Mechanical visualization
- Mechanical comprehension
- Clerical speed & accuracy

Other Specialized Skills

Knowledge Factors
- Management concepts/methods
- Team concepts and practices
- Job-related data/information
- Job experience
- Subordinates' jobs
- Subordinates' characteristics

Basic Needs/Drives
- Physiological Needs/Drives
- Safety Needs/Drives
- Social Needs/Drives
- Ego Needs/Drives
- Self-actualization Needs/Drives

Valued Matters
- Intellectual (theoretical) value
- Economic (money/material things) value
- Political (power) value
- Social (altruistic) value
- Religious (spiritual) value
- Aesthetic (artistic) value

Coping Values
- Practical-mindedness
- Goal-orientedness
- Achievement
- Orderliness
- Decisiveness
- Variety

Interpersonal Values
- Leadership
- Recognition
- Benevolence
- Support
- Conformity
- Independence

Personality Traits
- Vigor (was "masculinity")
- Self-confidence
- Dominance (self-assertiveness)
- Sociability
- Social conscientiousness
- Adaptability
- Social maturity (mature relations)
- Responsibility
- Original thinking
- Emotional stability
- Self-control