

Self-Image In Business and Life

“The application of modern-day psychology to self-image development is seen as a necessary prerequisite to the solution of people problems.”

C.J. (Jamie) Weinstein

The difficulty of seeing things from the other fellow's viewpoint has long been recognized. Back in the First Century A.D., the Roman rhetorician Quintilian told a story¹ about a countryman who was blamed by his friends for divorcing his wife. These friends demanded that he consider her apparent chasteness, fairness and fruitfulness.

In response, this indicted Roman held out his shoe, asking if it were not new and well-made. “Yet,” added he (and this is a direct quotation from Quintilian), “none of you can tell where it pinches me.”

Quintilian was not alone in expressing this philosophy. Seventeen hundred years later, George Herbert said, “The wearer knows where the shoe wrings.” And, a few years earlier, in Don Quixote,

Cervantes wrote, “I can tell where my own shoe pinches me.”

A more contemporary author, George Plimpton, feeling the need to create authenticity in his writing, took the next step — that is, trying on the other fellow's shoes — for his books and screenplays on professional football, circus performers, and auto-racing drivers, among others.

The connection with our theme of self-image may not be obvious. How does one's self-image relate to empathy or understanding of the other person? In the last few years, the evidence of the connection has been accumulating. It is becoming increasingly clear that an individual's effectiveness in both business and personal life hinges heavily on achieving empathy with others by developing

self-awareness — an awareness of his or her *own* attitudes, capabilities, goals and objectives.

The application of the psychological principles underlying the self-awareness premise has been attempted in recent years by a number of educators and psychologists — and to varying degrees of success. Sessions in “sensitivity training” and similar group-experience approaches have in some cases even smudged the image of business psychology.

On the other hand, in instances where the achievement of specific, feasible business objectives might be hampered by the unintentional provinciality of dominating management, exposure of these people to the best of Berne, Maslow, Harris, and Perls² has proven its worth. In periods of growth,

change, or trauma of nearly any sort, companies that have recognized the importance of so encouraging (or at least preserving) their most valuable assets — their people — have generally suffered less than have their counterparts who held exclusively to authoritarianism and discipline as their guiding principles.

For this reason, we at The Innovative Group (TIG) have directed the development of our learning systems toward an intensive management-level examination of self-image. Thus, self-image becomes the primary catalyst for creating mental receptivity for the innovation, in whatever form, that may result from participation in our learning-system programs.

Then, to ensure a maximum benefit from the self-image concept, the TIG image program is soundly and precisely structured

on only those well-validated and most relevant tools and techniques of modern-day psychology. Our organizational capabilities lie primarily in the solution of "people" problems, particularly with respect to internal and customer communications. So, applied transactional analysis, as pioneered by Eric Berne, receives a commensurately high level of attention.

This investigation into an understanding of the ego states and how they affect personal transactions is complemented by the exposition and demonstration of the meaning, value and approach to visualization, biofeedback, meditation, relaxation, and auto conditioning, all quite recent and highly promising techniques for improvement of mental and physical well-being.

A description of how the image-program workshop for more effective personal performance has

actually been implemented as part of a number of recent corporate seminars may stimulate or even provide guidance for readers faced with the responsibility for personnel development.

Workshop Environment and Mechanics

The residual value of most learning experiences is directly related to the environment in which the experience occurs. Quite well-accepted is the need for a *physical* environment conducive to learning, the image program being no exception. In all cases, for our one-to-three-day program, we have stressed the need for proper lighting, temperature and humidity conditioning, comfortable seating, frequent changes in pace and periodic breaks.

More importantly, the leader/participant relationship is always

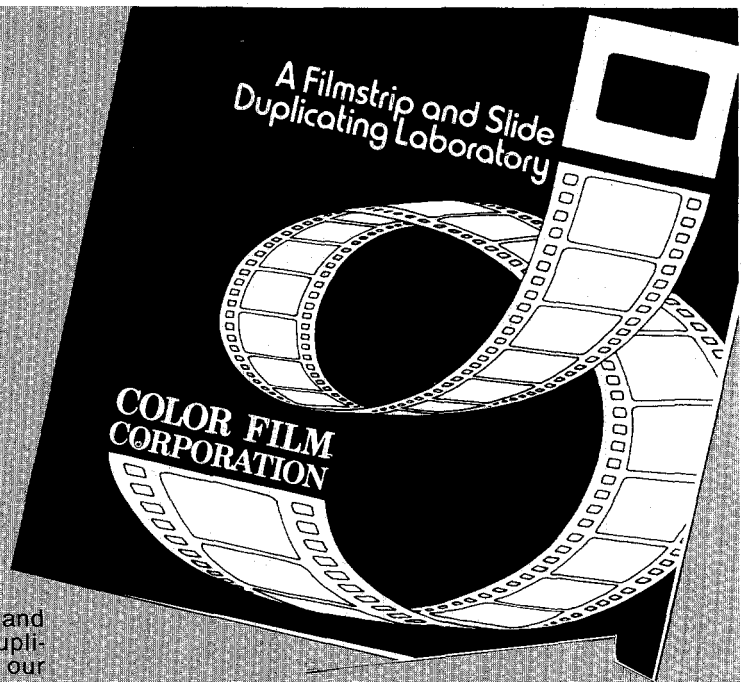
for better
duplicates
of your
filmstrips & slides
... at lower prices!
(slides as low as 5¢)

This color brochure tells why your filmstrips and slide sets will look better if you have them duplicated at Color Film Corporation. A list of our various services and prices is also included.

We have specialized in the duplication of filmstrips and slide sets since 1949. We have total **in-house services** and can handle your job efficiently . . . whether large or small.

SEND FOR FREE BROCHURE & PRICE LIST

AUTHORIZED FEDERAL SUPPLIER
GS-03S-46184



COLOR FILM CORPORATION

777 Washington Blvd. Stamford, Conn. 06901
Conn. (203) 327-7050 N.Y.C. (212) 933-3322

seen as a "joint venture" rather than a "proprietorship." That is, the physical arrangement of the chairs and tables (and the notable absence of the authoritarian rostrum) has been such that the teacher/pupil atmosphere is avoided in favor of freely evoked but competently guided group discussion.

Of even greater importance to discussion freedom has been the need to guarantee contributions unbiased by either fear of failure or fear of personal exposure.

For example, our discussion leader tends to anticipate and verbalize the thoughts usually common to first-day participants. "You won't catch me raising my hand. Let somebody else make a fool of himself." This effective ice-breaker must then be followed by the proper treatment of those who

do volunteer opinions and suggestions. Under no circumstances should a contribution be openly criticized. Instead, other members of the group are solicited for supporting or opposing experiences and ideas, or the train of thought is switched to an entirely different direction.

The fear of personal exposure, especially to associates, can be a serious deterrent on the part of some hesitant persons, to achieving positive results from a program of this type. To overcome it, a nonthreatening atmosphere is essential. This is achieved by eliminating any formal grading of effort and by working with examples or case studies which, while appropriate to the business communication or interaction problem, investigate attitudes and behavior that might be encountered in anyone's personal-life situations.

Specifically, a discussion of the feelings aroused in an encounter with a traffic cop can lead to the reassessment of one's reactions to authoritarian figures and superiors without placing the discussion participants in an atmosphere of apparent jeopardy. Participants can identify without revealing themselves.

In short, what we seek to achieve for the learning program is what TIG's Vice President, Jack Mason, calls a "sharing, experiential environment."

Workshop Content and Approach

Our specific approach to investigation and application of the findings of modern psychology is more structured than one might imagine. When one deals with complex mental processes and how they may be affected by an understanding of transactional analysis and the other behavioral techniques, it is necessary that the end objectives of the program, and particularly the business goals to be reached, are kept well in mind. We have found it imperative to

lead our participants in a step-by-step fashion from the beginning insights to personal motivation to the practical application of those insights in the day-to-day business (and personal) world.

Although simple categorical labels fail to capture the profundity of the topics, our image program is somewhat previewed by the six segment titles:

1. Managing Motivation
2. Interpreting Reality
3. Building Personal Performance
4. Developing "Response-Ability"
5. Responding to Change
6. Achieving Goals

In what we have called "Managing Motivation," we basically investigate the concept that any individual is the sum total of all of his experiences and learning and that, by learning about himself, he will learn about others.

Furthermore, we demonstrate that the mental process, the physical being, and the environment are interrelated and influence one another in a holistic fashion (as depicted in Figure 1). Hence, the individual, conditioned by a lifetime of experiences and other mental inputs, will respond to the environment in a certain way. In the business environment, this means that incentives are not likely to motivate an individual unless he chooses to be motivated — unless the incentive or reward is particularly attractive within the framework of the individual's self-motivation.

Recognition of this fact by executives is all important because of substantial evidence (including studies performed at Stanford and Harvard) that a great segment of American workers seem to have little job incentive — and therefore use only a fraction of their potential capability.

The second session, "Interpreting Reality," deals primarily with the principle that development of

TRAINING?

ADDISON-WESLEY HAS FILMSTRIP and CASSETTE PROGRAMS ON MOST MANAGEMENT SUBJECTS.

- Managerial Skills
- Interpersonal Relations
- Job Enrichment
- Managing Work
- Everyday Skills
- Human Side of Management
- Supervising The Disadvantaged
- Management By Objectives
- Performance Appraisal
- New Supervisor
- Introducing Change
- Managing Time
- Assessing Employee Potential
- Organization Development
- Leadership
- Supervisor and OJT
- Classroom Instruction
- Conference Leading
- Effective Speaking
- Effective Communicating
- Interviewing Skills
- Business Writing
- Effective Office Worker
- Basic Sales
- Production-Minded Management
- ...and MORE!

Business & Professional Division

ADDISON-WESLEY PUBLISHING COMPANY
Reading, Massachusetts 01867

Circle No. 553 on Reader Service Card

empathy for the other person's position will result in the availability of a greater number of options for effectively dealing with that person. To develop that empathy (or understanding of another person's viewpoint), we need to understand that perception is a complex process by which people se-

lect, organize, and *interpret* sensory stimulation into *their own* picture of the world.

Consider as an example the case of the young mother grocery-shopping with a small child. Experiencing the not-uncommon behavior of the child in such a situation (e.g., knocking over rows of cans,

yanking at mother's skirts, or crying loudly), the irate mother would normally threaten or even impose a harsh spanking. However, in this instance, junior also needed one of his shoes to be tied. The mother, in bending down to tie the shoe, suddenly realized that the child had only a waist-high view of the supermarket world and could hardly be expected to act as an adult in an environment designed only for adult interaction.

Translating this scene into the business world, we begin to see how our supervisors, associates, subordinates, customers, and clients can easily misperceive the intent of our words or actions because of their own environment and conditioning. In our personal effectiveness program, we further clarify this situation through workbook exercises related to the specific business environment. In the workbook we included a series of facts about a hypothetical situation:

1. The branch opened at 9:00 a.m. as usual
2. A man enters the branch at 9:05 a.m.
3. The teller gives him a large sum of cash
4. He runs from the branch
5. The manager runs after the man
6. The manager phones the police department
7. Patrolman Smith arrives at the branch

Asked to write their interpretation of what happened, people generally drew the same conclusion that obviously there was some foul play, even though another, equally plausible story (which we've saved for our clients), offers the identical set of facts, but a completely different version. Again, a matter of individual, conditioned response.

In our session on "Building Personal Performance," we delve into Eric Berne's work in transactional analysis. As publicized in his book, "Games People Play," the late Dr.

Widely Used In Seminars, Workshops & In-House Training Programs

2nd Printing

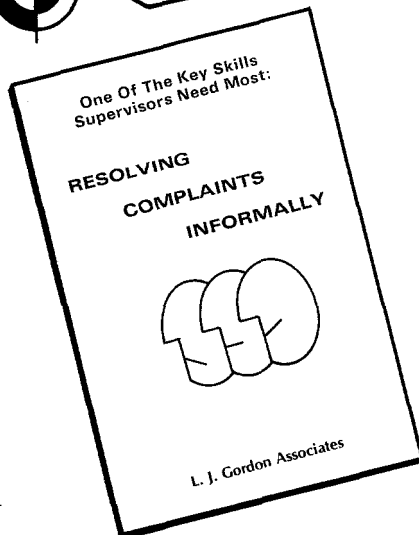


"RESOLVING COMPLAINTS INFORMALLY" is a thoroughly tested & proven training aid for supervisors & managers. Practical & straight-to-the-point, it shows, step by step, how to handle employee complaints on the job at the first line level, before they turn into more costly & troublesome formal grievances.

Also available in our Employee Relations Series: "HOW SUPERVISORS SHOULD HANDLE FORMAL GRIEVANCES," "DEVELOPING SELF-DISCIPLINED EMPLOYEES," "THE SUPERVISOR'S ROLE IN AA/EEO," 6th printing.

All Guides are 16 pp 6" x 9"

FOB Urbana, Illinois. We absorb shipping charges when payment accompanies order. 60¢ billing charge for orders under ten if not prepaid. Prices subject to change. Terms: Net.



Quantity	Price Ea.	Quantity	Price Ea.
1-3	\$1.50	41-60	90c
4-7	\$1.25	61-100	85c
8-9	\$1.10	101-500	80c
10-20	\$1.00	501-1000	75c
21-40	95c	1001-2000	70c

Illinois residents: Please add 5% tax.

For extra fast service—
phone 217-352-9660

L.J. GORDON ASSOCIATES

Creative Training Guides Inc.
P.O. Box 395
URBANA, ILL. 61801

Send:

- "Resolving Complaints Informally"
- "How Supervisors Should Handle Formal Grievances"
- "Developing Self-Disciplined Employees"
- "The Supervisor's Role in AA/EEO"

Please send me a free copy of "Factors Affecting the Efficiency of Training Guides."

Name _____
 Title _____
 Co. _____
 Street _____
 City _____
 State _____ Zip _____

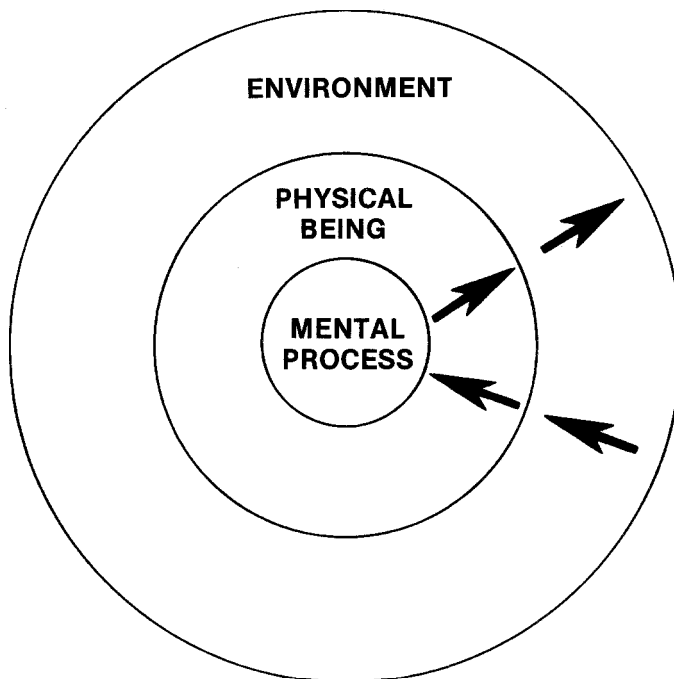
Purchase Order No. _____

Please put me on your mailing list for free descriptive brochures.

Circle No. 566 on Reader Service Card

FIGURE 1.

Holistic view of the organic or functional relation between the individual and his environment.



Berne demonstrated that one human being acts or reacts from the viewpoint of one of three possible ego states — the parent, the adult, or the child. The Parent is an authoritative state frequently characterized by the use of such words as “shouldn’t” and “must,” but also being nourishing and helping; the Adult is the nonemotional, rational state; and the Child is the spontaneous, emotional ego state characterized by a seeming lack of concern for the consequences of the decisions he or she makes.

Communications or transactions can be analyzed to show which of the three ego states we are “coming from” at any given time and that the effectiveness of the transaction may be enhanced by greater awareness of these states. Such awareness is like a barometer explaining what’s happening in the environment at a given time.

Because of the importance to transaction effectiveness of knowing which of the states one is oper-

ating in, we engage each learning group member in a series of self-administered questionnaires designed to pinpoint his or her most dominant ego state. One of these T/A questionnaires calls for the participant to rank each of a set of statements in accordance with how closely it resembles his or her own thoughts or beliefs.

For example, one of the sets of statements used is as follows:

- No matter how hard you try, you can never change human nature.
- I find that I enjoy life as much as others do, yet I’m able to maintain a sense of alert detachment when other people seem to become emotional.
- There are times when I’ve heard myself say: “I do not make the rules, I just follow them.”

From the self-scoring on this and 24 other similar sets of statements, each individual can assess his or her most dominant, second most dominant, and least dominant ego

states and, if he or she has scored him or herself accurately, he or she has a baseline to use in modifying behavior accordingly.

Not a typographical error, “Developing Response-Ability,” was deliberately coined to underline our definition of responsibility. Reading the term as “the ability to respond,” we embrace the concept that an individual is free to choose his or her reactions to events rather than reacting as a victim of circumstance.

The television comedienne, Lily Tomlin, uses her lisping little-girl character, Edith Ann, to express this idea most succinctly. Sitting crosslegged in her oversized rocker, Edith Ann smugly says, “I don’t have to do anything I don’t want to do — and that’s the truth!”

Unfortunately, many of us, although born “okay,” have through years of experience learned to fear failure more than to love growing. We might have learned that more effective performance comes from a willingness to risk our image by freely choosing alternatives to given situations. Hence, in our program, we stress that each individual continually needs to remind him or herself that, “It’s not what’s happening out there that counts, but how I see it and how I choose to respond.”

To demonstrate the variety of choices or options available to all of us, one of our exercises offers a 37-page maze of hypothetical life decisions and actions. When a participant independently “runs this maze,” each decision he makes, starting with a job decision, branches him or her to another page which presents the effect of the decision in terms of profile or character development as well as the next set of choices available.

At the conclusion of the exercise, each participant has completed a profile sheet which represents the outcome of his or her action choices, and which can be compared to the outcome profiles of

other participants to dramatically show the results possible when "we take charge of our lives."

In the session entitled, "Responding to Change," we emphasize that, throughout life, change is inevitable and that a person's effectiveness is often measured by the ability to adapt to the changing environment and retain personal equilibrium.

Because the services of The Innovative Group are so often called upon when a company is undergoing some rather radical form of change (e.g., new location, new name, new image, etc.), we believe it vital to demonstrate to affected individuals that change need not be a problem, but may be looked upon as an opportunity for growth and personal development.

To demonstrate this point, the Image program presents several case studies of individuals exposed to change or potential change in their careers and/or personal lives. The studies presuppose the attitudes and reactions of not only the individuals concerned, but also of their associates and families. Then, these attitudes and behaviors, both positive and negative, are opened to group discussion for the purpose of stimulating participant analysis of possible alternatives and the self-examination of personal parallels.

Our session on "Achieving Goals" examines the importance of addressing one's own goals as opposed to responding to the goals of others.

Although the application of this principle is extensively investigated during the workshop via a competitive team analysis of a number of business situations and possible alternatives, the session also concerns itself with:

- The distinction between goals and objectives — an objective normally expressed with specific and measurable criteria is more precise than the broad directional

statement characterizing a goal.

- The difference between avoidance and approach goals — opposed to the normally positive approach goals, the avoidance goals are seen as limitations imposed on achievement of one's potential either by one's self or by others.

- The importance of problem prevention to eliminate potential deterrents to goal achievement.

Results Achievable

A recent doctoral dissertation³ at the University of Southern California which studied the program demonstrated the remarkable efficacy of such a group experience though the learning time span is considered by some as extremely short.

The personal effectiveness development effort has proven its merit in several ways. For one thing, many of the participants have come from the program with a greater awareness of how and why they had developed their own sets of self-images complete with biases, fears and motives. Thus, they enlarged their capability of interpersonal relationships.

Secondly, typical "problem-focused" thinking was largely replaced by "solution-focused" thinking, by the realization that many problems may be viewed as opportunities when envisioned within the larger framework of personal development and growth. This gives individuals a "new handle" in problem-solving.

Finally, it seems clear that nearly everyone exposed to the program develops a new degree of "open-minded skepticism" about the behavior and ideas of self and others — an important step in the betterment of human relations in business, professional, and personal life.

USEASTD

REFERENCES

1. "Lives, Aemilius Paulus," by Marcus Fabius Quintilian.
2. Prominent modern psychologists:

Eric Berne, Abraham A. Maslow, Tom Harris, Fredrick Perls, and others.

3. *Differential Change in Self-Actualization and Self-Concept, and its Effect on Marital Interaction, as an Outcome of a Selected Growth Group-Experience*: Carmella G. Weinstein, Ph.D., University of Southern California, June, 1975.


C. Jerome Weinstein is Director of Education, The Innovative Group, La Jolla, California. He has served as an industrial psychologist for a number of years, and consults with major corporations and financial institutions on developing their people resources in the areas of management leadership, sales, customer contact and personal effectiveness. He holds a doctorate in Social Psychology.

NOW —
a dynamic film
becomes an exciting
training resource . . .

THE MISSILES OF OCTOBER

Never before has such a wealth of material been offered in one major resource — demonstrating key concepts of Leadership — Management Decision Making — Communications — and more. Leaders Guide by management consultant Roger A. Golde shows how to put this highly-acclaimed film reenactment of the Cuban missile crisis to work in your training sessions.

In 16mm or videocassette format.
WRITE OR PHONE FOR DETAILS.
Ask for Alan Davis.

 Learning Corporation of America
1350 Avenue of the Americas,
N.Y., N.Y. 10019 (212) 397-9343

Circle No. 562 on Reader Service Card