

Chapter 8

Behavior Modification

(Adjustment of Personal Traits and Behavior Patterns)

Purposes

In the introduction to Chapter 3 we acknowledged that reaching the goals one sets for oneself requires learning the necessary capabilities and other inputs. These included knowledge, experience, general and specialized skills, various principles and methods, and appropriate personal traits and behavior patterns.

Chapter 4 dealt with improving thinking (problem solving and decision making) capabilities.

Chapter 5 was concerned with methods that enable better acquisition of necessary knowledge, experience, skills, and other methods and principles.

This chapter contains suggestions for adjusting, improving, and further developing specific personal traits and behavior patterns discussed in Chapters 2 through 7.

These personal characteristics are important because of their influences on what we perceive, what we focus attention upon, what we understand, what we learn and how well we learn it, what we think and how well we think, and what we do and how well we do it.

This chapter has two purposes. The first is to reinforce perception of self and others as systems of interacting, interdependent characteristics, each influencing the others in complex cause and effect sequences. The second and most important is to present perspectives on behavior adjustment that can be applied by a person as he or she determines to be appropriate.

Recommendations

Again...

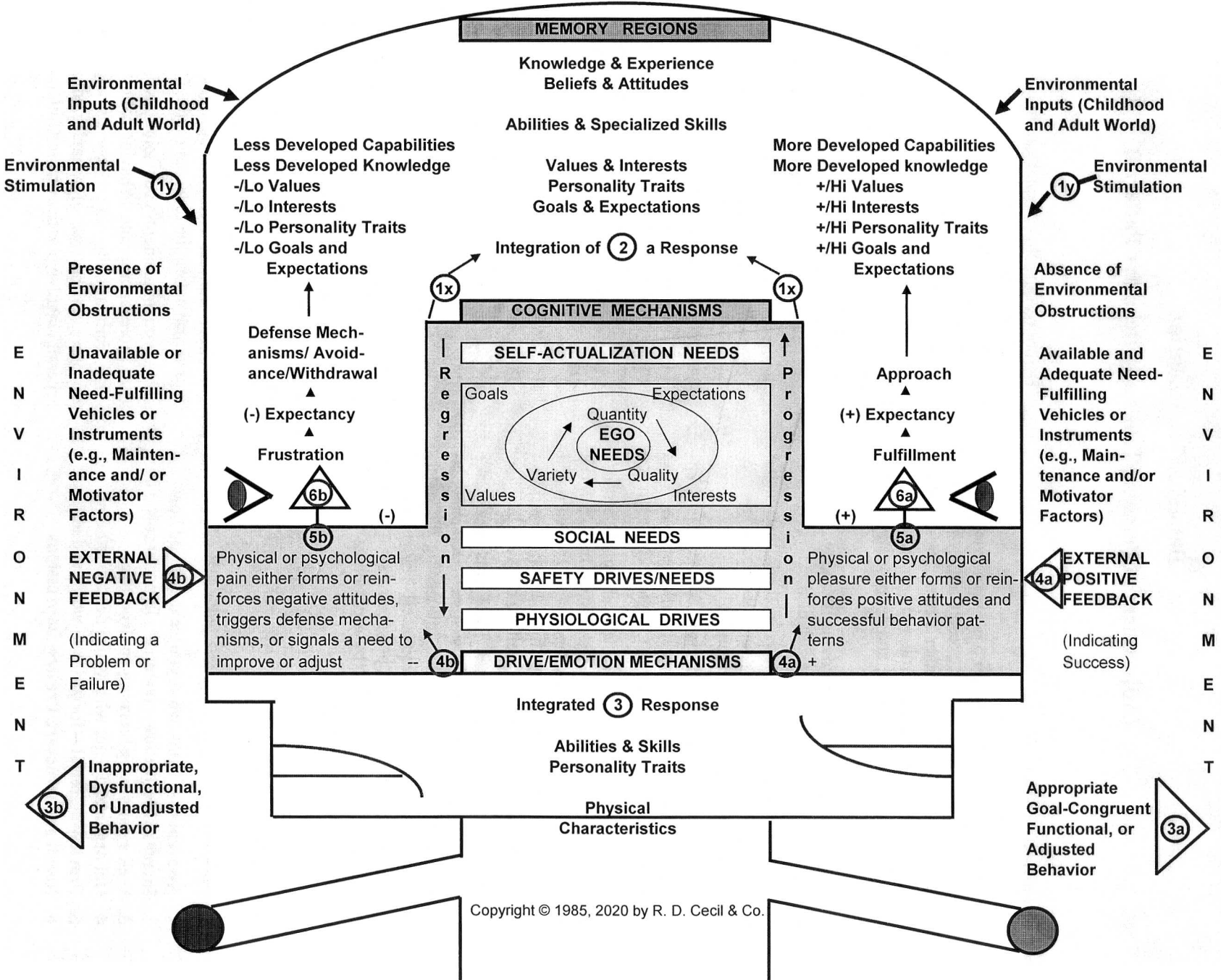
1. **Awareness – Think what you’re doing** and how
2. **Increase Motivation** – material’s importance to you
3. **Seek a conducive learning environment**
4. **Get organized** – get what you’ll need together
5. **Preview material** – for gist, key words and ideas
6. **Recall and structure Preview impressions**

Before reading this chapter carefully, we recommend at least briefly reviewing two things: First, the personal inventory you filled in when reading Chapter 2. Second, your personal goals and plans, which you developed when covering Chapter 3. As you filled in the goal-setting and planning formats, you had an opportunity to identify personal characteristics that you might want to adjust, improve, or further develop. In Chapters 4 and 5 you had opportunities to identify characteristics that could limit your effectiveness and efficiency in thinking and learning situations. In Chapters 6 and 7 you had opportunities to think about how your personal characteristics—and others’ characteristics—might be affecting your family and social relationships. If you have been revising your initial judgments concerning strengths and weaknesses in the light of Chapters 3 through 7, you should now be in a position to determine which characteristics you wish to improve or adjust, and to what extent each should be modified in order to achieve a functional balance of all your characteristics.

The suggestions presented here are highly generalized, and may not in all cases be the most appropriate (given your own particular circumstances, goals, and existing traits). Therefore, before actually using these suggestions, we recommend that you read the entire chapter carefully, and then review your goal-setting and planning formats. Next, analyze your present traits and behavior patterns (including strengths and weaknesses) within the contexts of short, intermediate, and long-term goals—using problem-solving techniques in Chapter 4. Make certain that you fully understand which traits must be altered or improved in order to bring about successful adjustment or further development of other traits or behavior patterns. Then, formulate solutions that account for your own specific circumstances, incorporating this chapter’s suggestions as you determine to be appropriate.

As you implement your solutions—that is, actually learn more appropriate behavior patterns or further develop certain traits—make use of applicable learning principles. In the case of behavior adjustment, this will generally involve practice and repetition.

Figure 8.1: Synthesized Model of Personal and External Factors That Influence Motivation and Behavior



In short, use what you have learned about traits, behavior patterns, problem solving, and learning to arrive at and implement solutions that are most appropriate for you.

Reviewing What You Already Know

1. Can the intensity of basic needs and drives be influenced? How?
2. Check the abilities or aptitudes that cannot be substantially improved or further developed:

- clerical speed and accuracy
- vocabulary
- academic intelligence
- spatial thinking
- social intelligence
- reading
- practical intelligence
- communication
- learning capabilities
- thinking capabilities
- creativity
- selling aptitude
- physical co-ordination

3. Motive-attitudinal aspects of SELF, such as values, interests, and personality traits, can be altered by improving various _____, which, when used to interact with the environment, will elicit positive feedback that influences attitudes.
4. What characteristics discussed in Chapters 2 and 6 generally underlie highly “people-oriented” behavior?

Needs or drives:

Abilities or Aptitudes:

Values or Motives:

Personality Traits:

5. What are the roles of the following with regard to the process of behavior modification?

Motivation:

Problem solving:

Learning:

As you read the following descriptions, refer to *Figure 8.1*. (We have brought it here from Chapter 2 and put it on a left-hand page so that you can refer to it more easily.) It is a conceptual illustration of processes involved as an individual interacts with the environment. It indicates one’s personal traits and behavior patterns and how they are influenced by brain mechanisms that are operating “beneath the surface.” It will give you a conceptual framework for better understanding how to bring about desirable goals- and means-enhancing improvements in various personal traits and behavior. You may also want to refer to *Table 6.1* (pages 6-2,3,4,5), which provides abbreviated definitions of the specific traits also discussed in Chapters 2 through 7.

How Your Characteristics and Behavior Have Already Been Modified By Reading This Book

Since you have read Chapters 1 through 7, have you noticed any changes in your knowledge, skills, motives, attitudes, problem solving, learning, interpersonal relations, or communications? You should have. Here are changes that reading Chapters 1 through 7 have probably already brought about in you whether you have been aware of them or not.

Chapter 1 got you thinking about the future—your future in an increasingly complex and competitive world. It should also have prompted you to think about how attaining higher levels of education might open doors to a more financially prosperous, fulfilling life.

Chapter 2 asked you to fill in a personal inventory as you read. If you did, knowledge of yourself—your traits, trait levels, strengths, and weaknesses—are now more apparent to you. With an increased vocabulary of traits’ names, and greater knowledge and understanding of what they mean, you have undoubtedly begun to see and understand yourself in far more detail and with far greater insight than most people do—or ever will. And given the same inputs to your store of knowledge, you are almost certainly looking at and understanding other people in far greater detail and with considerably more insight (social insight) and understanding.

Chapter 3 described motivational factors, increasing your knowledge concerning motivation. It recommended that you to fill in goal-setting and planning formats. If you did, you have already begun to manage your own development and eventual fulfillment.

Chapter 4 described the analytic approach for structuring your problem-solving processes—the most power-

ful approach for analyzing situations, formulating alternative solutions (or plans), and decision making. If you read and absorbed that chapter, thereby increasing your knowledge of and ability to use the analytic approach, you should already be thinking more effectively and efficiently. And you should already have begun to take the ACTIONS that improve your inputs to any future problem solving and decision making.

Chapter 5 described a systematic approach for structuring your own learning situations. If you read and absorbed that chapter, thereby increasing your knowledge of and ability to use the systematic (and analytic) approach, you should already be learning more effectively and efficiently. And you should already have begun to take the ACTIONS that improve your inputs to any future learning.

Chapter 6 not only used the words and definitions for traits covered in Chapter 2, thereby reinforcing the learning (increasing knowledge) that took place then, but it also increased your (a) social insight, (b) interpersonal awareness and sensitivity, (c) understanding of others and “where they’re coming from,” and hopefully, (d) tolerance of others’ behavior (up to a point, of course).

Chapter 7 increased your knowledge and understanding of the communication process and how to structure it using the same analytic approach as for thinking and learning. And you should already have begun to take the ACTIONS that improve your inputs to any future communication process—thereby also reinforcing your use of the same approach for thinking and learning.

In other words, you have already been experiencing your own behavior modification—just by reading, mulling over what you read, and using what you have been learning.

A Behavior Modification Model:

Dynamics of How Many Changes Occur, and Can Be Purposefully Influenced to Occur, in Your Personal Traits and Behavior

First, let us review *Figure 8.1*, the model initially explained in Chapter 2. When you add some common sense to what that illustrates, you get the rest of this chapter.

We are born with various neurophysiological mechanisms that either motivate or enable interaction with our environment. Inborn “drive/emotion mechanisms” are responsible for our basic needs and drives. Certain other inborn mechanisms give us potentials for acquiring knowl-

edge and developing various abilities and behavioral tendencies. During our childhood years, basic needs or drives motivate relatively simple interactions with the environment. (“Steps **1x** and **2**). In order to behave, we use mental and physical abilities, knowledge, and experience, and various other behavior patterns—at whatever levels of development they may be at the time—to behave or interact with the environment (**3**). The results of appropriate, correct, adequate, functional, or successful behavior (**3a**) are various forms of positive feedback (**4a**). The results of inappropriate or unsuccessful behavior (**3b**) are negative feedback (**4b**). The results may also be neutral, lying somewhere between positive and negative. To elaborate:

Failure, due to inappropriate or unsuccessful behavior (**3b**), usually generates various forms of internal (personal) and/or external (environmental) negative feedback (**4b**) that stimulate negative emotions (sensations in emotion mechanisms) when they are sensed (**5b**), which signal that our behavior has somehow been inappropriate or inadequate. As a result, we experience physical pain and/or psychological pain in the form of emotions such as embarrassment, hurt, frustration, discouragement, or anxiety (**6b**). These feelings, in turn, influence the natures or levels of our abilities, knowledge, experience, values, personality traits, interests, and goals—if not directly, then often indirectly. *Examples*:

1. They tend to form or reinforce negative attitudes—or to reduce positive attitudes—toward the people, things, or activities involved, thereby (a) lowering the levels of associated values, interests, and personality traits, and/or (b) reducing interest in associated areas of knowledge and experience.
2. They negatively influence self-image, thereby (a) lowering the level of self-confidence, and (b) intensifying ego needs.
3. They fail to reinforce the behavior pattern just used, thereby (a) lowering the levels of personality traits involved, and/or (b) reducing the tendencies to use the abilities or specialized skills involved.
4. They signal that the behavior patterns and/or traits that underlie them should be adjusted, improved, or further developed, so that one can be more successful in the future..

Success (appropriate or successful behavior, **3a**), on the other hand, usually generates various forms of internal and/or external positive feedback (**4a**), which signal that behavior has been appropriate. The various forms of posi-

tive feedback also affect emotion mechanisms when they are sensed (5a). As a result, we feel physical pleasure and/or psychological pleasure in the form of emotions such as pride, fulfillment, or love (6a). These feelings, in turn, influence the natures or levels of our abilities, knowledge, experience, values, personality traits, interests, and goals—again, either directly, or often indirectly. *Examples:*

1. They tend to form or reinforce positive attitudes—or to reduce negative attitudes—toward the people, things, or activities involved, thereby (a) raising the levels of associated values, interests, and personality traits, and/or (b) increasing interest in associated areas of knowledge and experience.
2. They positively influence self-image, thereby (a) raising the level of self-confidence, and (b) satisfying ego needs to some extent.
3. They reinforce the behavior pattern just used, thereby (a) raising the levels of personality traits involved, and/or (b) increasing the tendencies to use the abilities or specialized skills involved.

Thus, all personal characteristics are interrelated and interdependent. Together with the external environment, they influence each others' formation, development, modification, and use. We behave as we do, therefore, not just because we have certain abilities—or because we have certain physical characteristics—or because of certain values—or needs and drives—or personality traits—or knowledge and experience—or goals—or interests. Rather, our own and others' behavior is the net effect of all these characteristics operating with and upon each other. Thus, there is no single or simple cause for anyone's doing anything. Individuals are complex systems of characteristics interacting with, and being influenced by, their environment.

The more aware we are of our own characteristics, and the better we understand what makes us tick, the better we can accept ourselves, capitalize on our strengths, either remedy or compensate for our weaknesses, and make the most of our potentials. Self-awareness and self-understanding are keys to more effective personal development and greater personal achievement and fulfillment. Also, the more aware and understanding we are of others, the better are our interpersonal relationships. In turn, the better our relationships, the greater our personal fulfillment.

Bringing About (or At Least Influencing Various Possible Degrees of) Modifications in Traits and Behavior

Before we begin, we must mention that behavior modification very often involves first asking, "which must come first, the chicken or the egg?" Basically, the question nagging psychologists is, "**Which do you change first to bring about a change in the other? Attitudes or behavior (skills, knowledge, etc)?**" In some cases you must improve behavior (acquire knowledge, develop skills, or both) in order to change related attitudes. In other cases you must improve certain attitudes to bring about changes in behavior. We assert that, **to be successful in either case, it is better to try to improve both attitudes and behavior more or less together, so that each contributes to and reinforces changes in the other (in a mutually reinforcing, synergistic manner).**

Basic Needs and Drives

Basic needs and drives cannot really be changed inasmuch as they are the results of inborn emotion mechanisms. They will always exist no matter what we do. However, their intensity can be decreased through satisfaction or fulfillment (4a). Satisfied needs or drives can be much less motivating than unsatisfied needs/drives. For example, once physiological and security needs are satisfied, they tend to become less intense. Needs and drives can also be repressed or sublimated (pushed back to the unconscious/subconscious level), but this does not necessarily mean that they become less intense.

On the other hand, the intensity of needs and drives can be increased. If, for example, physiological and security needs are satisfied through appropriate or successful behavior (3a) and become less intense, then the social needs (or need for affiliation) and self-image (ego) needs can become more intense. Needs and drives can also become more intense when stimulated by environmental sounds, odors, objects, activities, and so forth (1y). In addition, they can be channeled, directed, and increased by personal goal-setting activity. This, in fact, is what you were doing when using the goal setting and planning formats in Chapter 3.

Abilities and Aptitudes

The upper limits to most of these characteristics seem to be inborn. However, in some cases their power and ef-

iciency can be improved or further developed through intensified use (“mental calisthenics”), additional learning, and regular practice.

Academic Intelligence

This aptitude for complex learning and thought has been increased in culturally deprived children by as much as twenty to thirty points—by teaching them vocabulary, visual impressions of objects and activities, concepts, and how to work with numbers—among other ways. If you are an adult, however, your level of academic intelligence is likely to be fairly well fixed. Increasing vocabulary, learning advanced mathematics, and practicing the perception of relationships among objects, activities, and ideas could possibly result in an increase of a few points. This is to say that development of learning and reasoning abilities up to or beyond those of other persons your own age could result in a somewhat increased intellectual capacity, but the increase would be relatively small and would not surpass inborn upper limits.

Research indicates that after the early twenties, our academic intelligence tends to decrease at a very slow rate. This can be due to (a) aging brain mechanisms and neuronal connections, and (b) a diminishing pursuit of academic knowledge and skills.

Practical (Mechanical) Intelligence

Practical Intelligence is less static since it does not depend upon academic intelligence. The level of this ability can be increased by expanding knowledge of mechanical principles, by becoming focused on mechanical objects and activities, and by increasing experience working with mechanical objects, problems, and concepts. Becoming more adept at being mechanical can generate more successful behavior (3a), which in turn creates positive feedback (4a) that generates pleasure associated with mechanical activity, which in turn can increase interest in that activity. And, in a reinforcing manner, increased interest can increase the activity, thereby improving or further developing the associated capabilities.

Social Intelligence (Social Insight)

Social insight is partially influenced by academic intelligence, the latter enabling more in-depth recognition, conceptualization, and understanding concerning relation-

ships among personal and interpersonal variables and corresponding facts. It can be increased by becoming more aware of, sensitive to, and understanding of SELF and others—as occurs when reading Chapters 2 through 7.

It tends to increase as we grow out of the self-centeredness of childhood and adolescence. Furthermore, it increases with maturity; that is, with greater social interaction and experience. Through each of these factors, we learn to perceive, understand, and think about people’s behavior in greater depth. This in turn improves our capabilities for interacting with others more insightfully, tactfully, successfully, and satisfyingly (3a).

As you have undoubtedly noticed, much of this book has been devoted to understanding behavior within many contexts—including mental activity, mental development, human limitations, SELF and others as systems of characteristics, motivation, problem solving, learning, and communicating.

Spatial Thinking (Mechanical Visualization)

Childhood development of visual perceptual and ideational abilities can be influenced by parental encouragement of sensory-motor activity. But, according to psychologists’ studies, adults’ abilities for perceiving and imagining objects’ relationships in space are more or less unimprovable.

Spatial thinking is considered to be a “pure aptitude”—an “inborn ability.” However, that does not preclude someone from developing their native ability to the fullest by practicing its use, learning more about geometry and calculus, and gaining more experience by applying and practicing it often.

Clerical Speed and Accuracy

Adults appear to be at the same disadvantage here as they are in spatial thinking. Apparently, office experience and practice do not increase this aptitude for rapid and accurate focus of attention from one detail to another. However, greater concentration and focus of attention can maximize efficiency and effectiveness in clerical tasks.

Learned Abilities or Skills

Vocabulary

There is virtually no limit to the expansion of one's vocabulary—except the time and effort one is willing to devote to learning new words and constantly using and reinforcing existing and new vocabulary. Academic intelligence is a factor that influences how quickly one learns a larger vocabulary, and also how well it is retained and recalled. It is also true that increasing vocabulary can also increase one's intelligence to some extent. Retention can be reinforced, and recall improved, by using newly and previously learned words often and in as many appropriate contexts as possible. Repetition increases the number and strength of words' representative patterns in memory.

Remember another point regarding vocabulary. As discussed in **Appendix C**, it enables specific definition or description of what we perceive. Thus, vocabulary enables us to perceive and think about similarities and differences among objects, activities, and ideas in specific rather than vague or generalized terms. This improves one's abilities for class logic, learning, problem solving, and behavior adjustment. In other words, increased vocabulary and "sharpened" intelligence compliment and reinforce each other.

Knowledge

Common sense: With respect to any particular area or topic, one can acquire knowledge of the related theories, concepts, ideas, principles, methods, practices, basic information, and specific facts or data rather quickly by observing, reading, listening, and studying materials on the subject.

Selling Ability

A combination of characteristics and skills underlies this general ability. Sociability, dominance, enthusiasm, ambition, self-confidence, aggressiveness, persuasiveness, industriousness, social judgment, and knowledge of products and customers can all be improved in order to increase this set of skills. Refer to the separate headings in this chapter that cover these characteristics—and additional characteristics that you may have identified as being necessary or useful for selling.

Physical Coordination

Co-ordination of various muscle groups involved in particular activities can be further developed by practicing the desired movements using the "part to whole" method of learning. (Practice each of the "parts" or basic/separate motions first, then begin to use them together to make up the "whole.") Again, repetition strengthens the patterns of memory area brain cells that represent these abilities. (See **Appendix C**, Forming Sensory-Motor Coordination Abilities; and **Chapter 5**, Methods of Learning.)

Creativity or Inventiveness

Artistic creativity is largely a function of two basic inputs—knowledge and appreciation of art forms (as reflected in a high aesthetic value), and a need to express one's own emotions, values, personality, knowledge or beliefs through various art forms. To increase artistic creative abilities, increase knowledge and skills related to one or more art forms. Also, increase the aesthetic value by taking art courses and reading books on art. Develop the motive for self-expression by improving capabilities for self-expression through art forms rather than language. Minimize the repression or inhibition of emotions. Practice communicating through motion, sound, color, form, and texture.

Inventiveness usually reflects a "use orientation" or "practical orientation" toward objects, activities, or ideas. Useful or practical solutions, conclusions, generalizations, concepts, or insights generally result from one or more problem-solving activities. For example, if a need or problem is recognized, then variables and information can be analyzed, useful relationships among bits of information can be identified, and solutions can be hypothesized. Solutions can then be tested by asking, "What will happen if such and such is used to..." Improving this type of creativity is therefore a matter of increasing or improving one or more of the following inputs: academic, mechanical, or social intelligence; class and propositional logic; repertoire of general and specialized knowledge and experience; theoretical and business values; use of problem-solving principles; motivation to concentrate and sustain attention and effort; and other factors that influence learning and thought.

Thinking (Problem Solving and Decision Making)

Read or reread **Chapter 4**. Then use and practice what you learned.

Learning/Reading

Read or reread **Chapter 5**. Then use and practice what you learned.

Communication

Read or reread **Chapter 7** on Communication. Then use and practice what you learned.

Leadership

This ability has many facets. It involves many concepts and practices. It also involves various capabilities, other characteristics such as values and personality traits, and attitudes that are functional (desirable) for getting tasks accomplished through people. Specific characteristics can be divided into four basic categories: (a) task-oriented motive-attitudinal traits (e.g., ego needs/drives, economic and practical values, and personality traits such as self-confidence and dominance); (b) task-related capabilities (knowledge and skills); people-oriented motive-attitudinal traits (e.g., social and ego needs, social and benevolence values, and socially functional personality traits such as social maturity); and people-related capabilities (e.g., social insight, communication, and persuasive skills).

We have an entire book on increasing one's task orientation and people orientation. The following is a considerably abbreviated discussion.

Task Orientation

To increase the task orientation, improve or further develop the following traits or behavior patterns, which are discussed in various places in this chapter:

Knowledge: SELF; personnel; jobs; technology; management practices and styles; methods for goal- and means-orienting one's own and others' behavior; social interactions; organizational influences on behavior and produc-

tivity—in short, all the factors that influence organizational behavior and productivity

Abilities: Any abilities or aptitudes discussed above that apply to the leader's role

Values: Those values that apply to the job—particularly economic, political, and theoretical values

Personality Traits: Dominance, self-confidence, self-sufficiency, and self-control in particular

Other Motives: Power and achievement in particular

To increase one's "people orientation," improve or further develop (to functional or appropriate levels) the following characteristics:

People Orientation

Knowledge: Self; others; and the many influences on individuals' behavior that have been discussed throughout this book—to increase awareness, sensitivity, and understanding

Abilities: Particularly social intelligence (social insight), persuasive skills, and communicative skills

Values/Motives: Particularly the need for affiliation, social value, and religious value

Personality Traits: Adaptability, social conscientiousness, extroversion, emotional stability, and self control

Physical Characteristics

Features cannot be substantially altered without cosmetic surgery. However, appearance can be kept pleasant or attractive through good grooming, neat dress, sufficient vitamins, exercise, and various skin products.

Physical build, energy level, and general health can all be improved or further developed with proper exercise, nutrition, and rest. They can also be improved by increasing mental health through the reduction of stress and anxiety. Anxiety can be compounded by negative feedback and sudden changes in life style or personal circumstances. Such stress can be reduced by goal and means-orienting behavior, which in turn results in greater coping capabilities, success, and reinforcing positive feedback. If your health is a problem due to physiological causes, consult a physician. Also, consult references on diet and ex-

ercise. If health is a problem due to psychological causes, consult a professional in this field.

Value System (Valued Matters)

As discussed in Chapter 2 in some detail, an area of activity is valued, or is important to us, because accomplishing the activity satisfies certain needs or drives. The more capable we are of accomplishing an activity, the greater the success (3a), the more positive the feedback (4a), the greater the resulting satisfaction (5a), and the greater the positive influence on relevant values (6a). Thus, the relative order of importance among areas of activities depends upon (a) which needs and drives are satisfied by each area of activity, (b) the strength of these needs relative to other needs, and (c) the relative levels of capabilities for accomplishing each area of activity.

The six areas of life for which you set goals in Chapter 3 closely correspond to the six basic values. This means that you probably ranked your long-term goals in much the same order as your system of values. However, you may wish to increase the intensity of one or more values. To do so, points (a) and (b) above should be kept in mind. Value system can be influenced by relative increases or decreases in basic needs and drives, by goal setting and planning, and by the development of knowledge and abilities in the various valued areas.

If values are to be influenced, additional points should be considered.

First whereas one's early value system is greatly influenced by parents and teachers, values are also influenced by differences in levels of various capabilities for accomplishing activities. Therefore, to increase a value's importance to you, increase the amount of satisfaction experienced in that area of activity (e.g., social or business) by improving abilities or other characteristics that are inputs to successful accomplishment of that activity (3a). But be patient. Change can take time.

Second, a certain high value may be appropriate or functional in some situations, but can be a liability in others. You might, therefore, consider your first and second long-term goals, and then adjust values accordingly to fit that framework.

Third, in those situations where the levels of certain values may be a liability, make a conscious effort to compensate for the effects on your behavior.

Fourth, when adjusting or attempting to influence your value system, remember that an increase in one value will

result in a relative decrease in one or more others—since values are relative and high levels in one or two must be offset by relatively lower levels of others. [Many people incorrectly believe that they are (can be) high in most of them.]

Theoretical /Intellectual Value

To increase the theoretical value, get into the habit of searching for causes, asking “why,” and looking for relationships among objects, activities, and ideas. Look at people, organizations, and environmental situations as systems of interacting, interdependent variables. This is tantamount to recommending that you improve abilities for class and propositional logic. The more you know and the better you can learn and think, the more successful you can become at this type of activity (3a)—and the more important it will tend to become to you (4a-6a).

Economic or Business or Value

Increasing the economic value requires improvement or further development of the abilities, knowledge factors, and behavior patterns involved in one's career or business activities. The more successful one becomes business- or career-wise (3a), the more needs one will be able to satisfy, and satisfaction from involvement in the activity will increase. Increased satisfaction results in the value's importance become greater.

Social or Altruistic Value

To increase the social value, work at understanding others as systems of characteristics, and try to become more sensitive to their needs and drives, values, and emotions. Consider society's norms and customs, and how they are functional for order and more effective interpersonal relations. Give thought to such questions as: What is fair and just behavior between individuals? Doesn't each human being deserve respect and consideration from others—simply because he or she is a human being? Is anyone any more or less human than I? How would I feel if I were in that person's shoes?

In addition, make a point of joining social groups and entering into interpersonal relationships. Although there will be a tendency to gravitate toward groups with whom you share common valued characteristics, also seek out groups or individuals who have different knowledge, abil-

ities, values, and interests. This is as close as most people can get to “walking in other people’s shoes.”

Improve or further develop interpersonal skills such as communication, social intelligence and sensitivity. Improve self-image and attitudes toward others, such as those reflected in conscientiousness, extroversion, adaptability, and other personality traits.

All of these factors are aimed at increasing social intelligence and improving interpersonal skills and attitudes. If social and interpersonal capabilities are improved, social interaction will tend to become more important (**6a**), because greater success will bring greater satisfaction (**3a-5a**).

Political (or Power)

To increase this value, identify and then make an attempt to personify the characteristics or norms valued by the group you wish to represent, lead, or influence. Become a leader through development of knowledge and expertise that will earn respect and prestige. Practice seeing both sides of a question in order to argue or discuss either side logically, persuasively, and fairly. Develop greater self-confidence through personal improvement. Develop a more assertive, aggressive, and extroverted approach to people.

Use influence or authority wisely, however. Power is self-oriented rather than people-oriented. The “need for power” or political motive can conflict with other needs and values especially the social value. It cannot only destroy others, but oneself as well. By exercising power or influence over others, one tends to foster a feeling of superiority that can be inappropriate if not tempered with social judgment and sensitivity.

These basic activities can increase the satisfaction derived from a position of influence or authority (**3a-5a**). In turn, politically-oriented activities will tend to become more highly valued (**6a**).

Aesthetic Value

Develop a greater sensitivity to color, form, sound, and other art forms that convey beauty in life’s experiences. Increase knowledge of various art forms in order to improve appreciation for what they express and how they express it. Consider how the music, sculpture, painting, landscape, or building makes you feel as you observe it. Make a point of not repressing any honest, human emo-

tions. As you make things, create an art form, and decorate something, do it well so that you will take pride in what you have accomplished with your own hands or imagination. What you create or express is an extension of you. Increasing these capabilities or inputs increases successful behavior (**3a**), increases positive feedback (**4a**), and heightens the importance of this value (**5a-6a**).

Religious

To increase your religious value, assess your religious beliefs and practices. Ask yourself how you regard your fellow man, where your life fits into the scheme of things, and what it means to you. Become more involved in your faith and the activities of your church, temple, or other religious organization. Use the teachings of your faith in everyday life. Adherence to religious codes, morality, and ethics does tend to make interpersonal and social relationships more functional, and it does help one to attain inner peace and contentment. The dynamics discussed above apply here, too.

Personality Traits

Personality develops as the result of interaction between self (a system of inborn and learned characteristics) and the environment (a system of factors, including people). Needs and drives, abilities, values, interests, physical characteristics, and emotion mechanisms all influence how we interrelate with others and how they react to our behavior. These reactions constitute positive and negative feedback, which in turn result in pleasant and unpleasant emotions that influence one’s attitudes toward self and others.

Personality traits have been known to change abruptly and significantly under strong changes or pressures in one’s environment. However, they can be purposefully modified, but usually over some period of time. Changing or improving personality generally requires changing or influencing other personal characteristics. As you set out to adjust these traits, keep in mind that the level of each trait can be too high or too low. A very high level may be functional for one job or role, but not for another. On the other hand, being very low in a particular trait can be dysfunctional in many situations. Given your particular circumstances, you should consciously attempt to achieve a “functional balance.”

Dominance

Increase: Develop knowledge, experience, appearance, abilities, and other characteristics that will help you feel more sure of yourself as you interact with others. Think out your positions or conclusions regarding matters that may arise in interpersonal or social situations. This strengthens convictions and can combat submissiveness to others' opinions. With greater self-confidence, take the initiative in approaching people. Assert yourself more, but develop a more positive self-image to assert.

Decrease: Realize that you have only a certain amount of information and experience, and certain weaknesses as well as strengths. Be ready to accept that personal opinions could be misguided or misinformed. Control the impulse to be over-aggressive and assertive. Try to be more conscious of others' reactions to your aggressiveness. In short, consider your human shortcomings and frailties, which usually justify a certain degree of humility.

Self-Confidence

Increase: Improve or further develop abilities, knowledge, and other inputs involved in accomplishing the various tasks or roles that are important to you. Plan ahead and be prepared for possibly challenging situations. Reinforce a healthy self-image with actual self improvement. Believe in your ability to cope and adjust, and do not be overly self-critical. Improve upon strengths and remedy weaknesses.

Decrease: Remind yourself that you are only human, not perfect, and can make mistakes. Be more introspective and look for weaknesses that you may have been masking with defense mechanisms. Also, look at those aspects of yourself that you consider to be strengths, and ask yourself if they are really there. If you have good reason to be especially self-confident, that is no reason to assume that there is no room for improvement.

Self-Sufficiency

Increase: If you are aware that you must depend too often upon others to help you get things accomplished, increase your own capabilities for satisfying your needs, drives, goals, and interests. You might also ask yourself whether or not your relatively low self-sufficiency is really a means for getting others' attention. If so, this could indicate a need to develop other characteristics.

Decrease: If you need to depend on no one, consider the fact that you do not know everything, cannot do everything well by yourself, can occasionally be wrong, and that "two heads (or sets of hands) are better than one." You might ask yourself whether or not you have negative attitudes toward others or interpersonal contact that prevent your asking for others' assistance. Also ask yourself if relying on others' help would jeopardize your self-image. If so, strengthening of self-image through personal development could be appropriate.

Adaptability

Increase: To increase your ability to think honestly about yourself and others, and to be able to give and take, increase knowledge of yourself, human limitations, and your understanding of others. Recognize that heredity and environment have formed you (and others). Through knowledge and understanding accept yourself for what and who you are—now. Accept that you are only human. Understand and accept mistakes without using various defense mechanisms such as blaming mistakes on others or rationalizing them. Perceive strengths and weaknesses realistically. Develop better capabilities for coping and adjusting—and believe in them, rather than harboring a blind belief in yourself. Understand others with the same fairness with which you perceive your self.

Decrease: If you are too adaptable, suggestible, or submissive, or are not very conscientious or idealistic, perhaps you should consider reevaluating the standards you set for yourself and raise them.

Conscientiousness

Increase: Re-evaluate and be guided more by long-term goals in order to minimize the tendency to strive for immediate satisfaction. Re-evaluate your standards and ethics. Become more sensitive to others' needs and feelings, and make a greater attempt to repress your own satisfaction of needs and drives for the sake of others. Empathize—put yourself in the other person's shoes. In short, develop the social maturity that is functional for social order and interpersonal relationships.

Decrease: If you tend to let too many opportunities pass you by, find it difficult to compete with others when you must, or are too inhibited, consider that (a) you owe yourself something in life, (b) the other person should be able to develop and rely upon his or her own potentials (just as you must), and (c) life is meant to be lived, but

only insofar as others' rights and feelings are not encroached upon or jeopardized.

Introversion/Extroversion

If too highly introverted: Build self-image, self-confidence, and self-sufficiency through development of better capabilities—especially socially-oriented skills and attitudes. Try to be less afraid of expressing feelings that are honest and human and could be expected from anyone under normal circumstances. Bottling up emotions can cause severe internal stress. Consider your needs and drives that can be fulfilled by turning attention and energies more toward others. Make an attempt to become less preoccupied with yourself. In short, improve those characteristics that will elicit more positive feedback and attitudes toward you from others. Expectation of positive feedback from others will increase your willingness to approach them in social situations.

If too highly extroverted: Remind yourself that when you are over-confident and too self-assured in interpersonal situations, you can not only forget to use social judgment, but also generate negative feedback from others. Ask yourself if your apparent friendliness is sincere, or whether it is "put on" to get something accomplished through others. High achievers often do this to compensate for disinterest in others.

Emotional Stability

Increase: Emotional overreaction can occur if greater importance is attached to a situation than is warranted. One can be too close to a highly emotional situation too long. Greater stability can be achieved by putting events into perspective. This can mean pulling out of a stressful situation for a time. It also means putting immediate events into the wider perspective of long-term goals and plans. Wide fluctuations in emotions can also be smoothed by re-evaluating one's expectations and asking oneself whether or not they are realistic. If goals or expectations are high but unrealistic, disappointment and damage to the self-image can be emotionally disturbing if those goals or expectations are not attained. Similarly, if goals or expectations are too low, but success high, emotional reaction can be overly positive. Thus, a balance between expectations and reality contributes to increased emotional stability.

Decrease: Being too calm, cool, and collected may indicate that you are repressing your feelings and desires,

and that emotional stress may be building up. This can call for the venting of normal emotions and desires. One should let oneself experience both joy and sorrow (or other forms of pleasant or less pleasant emotions). Without both types, each accentuating the other, life can be exceedingly dull and unrewarding.

Self Control

As described in the Addendum to Chapter 6, childhood socialization is largely a matter of a child's learning to suppress the satisfaction of personal desires at other people's expense. Learning not to harm others in pursuit of selfish ends is a matter of learning self-discipline (or self-control). Self-discipline is largely developed by being disciplined. It is mostly learned from parents, teachers, and other adults, who fairly—and with good intentions if not love—sanction socially hurtful behavior with punishments and other forms of negative feedback. Unfortunately, in the cases of many children, there has been more discipline in school than at home. Developing self-control later in life is not the easiest thing to do. It takes self-honesty, desire, and....self-discipline.

Increase: Become more aware of yourself, your behavior, and especially the negative feedback your behavior elicits. Be aware of your emotional reactions and put them into perspective. Purposefully restrain or control your emotions and behavior. Think before you act, and think what you are doing while you are doing it. Consider how your behavior might adversely affect others. Also consider how their negative reactions may obstruct your future goal-attainment and fulfillment.

Decrease: Ask yourself if you are overly restraining expression of normal emotions or reactions. If so, let yourself express emotions or react in humanly normal, customary, but harmless ways. If you tend to control all you say and do too carefully, perhaps some spontaneity in your life would make it more interesting—and certainly more fun.

You can see from the above discussion that influencing one trait can also influence others. In addition, it is evident that improvement of some capabilities can lead to modifications of several different traits. This is partly because personality traits reflect self-image and self-awareness (e.g., dominance, self-confidence, adaptability, and self-control), and, attitudes toward interaction with others (e.g., conscientiousness, introversion/extroversion, self-sufficiency, dominance). These are a few of the basic examples regarding the cause-effect relationships among

personality traits—and the other characteristics that influence them.

Other Attitudinal Characteristics

Beliefs

We believe when we do not or cannot know. Beliefs are generally conclusions based upon incomplete information (we never have total knowledge). They are affected by our capabilities and other behavior patterns, and have emotional reactions attached to them. In order to modify beliefs that have been identified as inappropriate for certain roles or jobs.....

- a. verify if possible the information on which your present beliefs or attitudes are based;
- b. seek new information that might justify adjustment of present beliefs; and
- c. determine whether or not the particular belief or attitude was inappropriately influenced by your abilities, interests, values, goals, and personality.

If the latter point (c) seems to occur often, you might consider consciously controlling the effects of motive-attitudinal traits whenever forming judgments, conclusions, opinions, beliefs, or attitudes.

Interests

Interests are formed and subsequently influenced in much the same manner as values and personality traits. Thus, to *increase interests*:

- a. get involved in the activity, or with the object or groups of objects, involved;
- b. practice the activity and further develop or improve the capabilities or characteristics involved;
- c. learn more about the objects or ideas involved and improve the use of them;
- d. be aware of the increased positive feedback from better accomplishment of activities, or from better learning and use of objects or ideas; and
- e. consider the needs, drives, values, and motives satisfied by more successful accomplishment or involvement.

Summary

All personal characteristics are interrelated, interactive, and operate together as a system. To change, adjust, or improve a particular characteristic, the factors that influence its formation and change must be developed, influenced, adjusted, or improved. But keep in mind that adjusting or improving one characteristic will usually lead to changes in one or more of the other characteristics. The same applies to any system of factors or variables, and Self is an excellent example of a very complex system. Considerable care and thought must be exercised when planning the adjustment or improvement of traits and behavior patterns.

A cautionary note: Reading and absorbing this chapter has not made you an expert on how to modify personal characteristics. Nevertheless, you should certainly be able to improve your use of the analytic approach in thinking, learning, conflict resolution, and communicating situations. But the same does not necessarily apply to modifying values and personality traits. You must be careful to consider how you might also be altering other traits—traits that perhaps you would prefer not to alter, or traits that perhaps should not be altered. Therefore, if you have even the slightest doubt concerning what you may possibly bring about, we strongly recommend that you obtain guidance from a professional.

Table 8.1 (next page) outlines phases and steps for conducting a behavior modification process. Since the format is familiar to you by now, it should be rather self-explanatory. Even so, these are several major points to bear in mind:

Phase 1: Perform the usual preparation steps.

Phase 2 - Analysis: Based on (a) the personal inventory you filled in during Chapter 2, (b) the personal motivation formats you filled in during Chapter 3, (c) the traits you may have identified as needing improvement when reading Chapter 4 on problem solving, Chapter 5 on learning, Chapter 6 on interpersonal relations, and Chapter 7 on communication, **re-analyze all the information you now have**.

Based on the priorities of your goals (and associated plans), consider which possible changes or improvements are your highest priorities. Those should be the ones that you emphasize. However, if you anticipate too many changes, you may have a very difficult time sorting through many act-event scenarios and deciding in Phase 4 what you should actually do.

Table 8.1: Behavior Modification Phases and Steps -- and Their Beneficial Effects

A C T I O N S	B E N E F I C I A L E F F E C T S
Phase 1: Preparation	
Step 1: Awareness / think what you're doing Step 2: Describe situation -- i.e., the need to improve, modify, or further develop personal traits and behavior Step 3: Increase motivation : Determine importance in terms of personal and organizational goals and plans Step 4: Seek a conducive environment Step 5: Get organized (materials, references, etc.) Step 6: Preview : do a brief preliminary analysis	Consciously structure process & channel thought. Initial conscious recognition of problem-solving and learning situation; perform effective analysis. Focus attention; increase concentration; initiate and sustain effort; take necessary time. Minimize distractions and interruptions. Minimize distractions; be organized. Determine real importance and priority of situation; budget time/money, more effort; be organized.
Phase 2: Analyze -- Define and Reduce the Situation	
Step 7: In light of Chapters 2 through 7, re-analyze Self. Review Chapter 3 goal setting and planning formats; re-consider what characteristics most need improving, further developing, or learning to reach one's goals. * use <u>trait descriptions</u> (Table 6.1 on page 6-2) * use Figure 8.1 to help <u>diagram</u> traits' relationships * consider how changing a trait might affect others Step 8: Collect important facts (relating to characteristics) * use facts and observations (rather than opinions) * seek professional guidance (recommended) * add facts or data to a model (diagram) of Self Step 9: Analyze information and identify the characteristics that you now wish to further develop, learn, or modify. Step 10: Determine which method(s) and mode(s) to use. Step 11: Formulate criteria for Phase 4 (Decision Making)	Increase repertoire of knowledge; help minimize influence of dysfunctional attitudes; <i>multi-causality</i> ; keep from quickly jumping to solutions phase. Help minimize effects of dysfunctional attitudes. Enable mind to handle complexity. Increase insight into Self as system. Increase objectivity. Wisely use a professional's recommendations. Enable mind to handle complexity. Fully developed/updated "system analysis" of Self. Use most appropriate method(s) and mode(s). Improve testing/weighting of alternative solutions.
Phase 3: Plan -- Alternatives (Solutions) Formulation	
Step 12: Formulate goal(s)/objective(s) : identify the desired end results of implementing well-considered changes. Step 13: Plan : Identify what must DO to improve, change, correct, or adjust characteristics and their relationships - Incorporate how will use method(s) and mode(s) - Incorporate professional recommendations - Formulate alternative (sets of) plans - Budget time and resources * use appropriate diagrams	Assures going in right direction(s) toward some consciously identified target(s). Achieve a "balanced" system of prioritized changes to system of characteristics. Use most appropriate method(s) and mode(s). Effective use of time and resources. Enable mind to handle complexity.
Phase 4: Decision Making -- Test and Select Alternatives	
Step 14: Identify possible outcomes of alternative solutions (anticipate scenarios/sequences of actions & events) Step 15: Assess realistic probabilites of possible events Step 16: Test and compare alternatives - Identify & compare advantages & disadvantages - Weigh each alternative against criteria - Also test/weigh combinations of alternatives * use appropriate diagrams Step 17: Select appropriate solution(s) for implementation	Anticipate what could occur during implementation. Increase use of propositional ("what if") logic. Minimize wishful thinking about what might occur. Mental trial and error (action in rehearsal); Use these inputs for making final decision. Enable mind to handle complexity. Final decision making.
Phase 5: Implement Chosen Solutions	
Step 18: As implement, monitor and evaluate feedback Step 19: Adjust plans, traits, or behavior	Check on progress; assure getting desired results. Effective response to obstacles and contingencies.

Phase 3 - Planning: Carefully plan how you will go about making the most advisable, desirable, or necessary changes. Keep the cautionary note above in mind. And again, you might be wise to seek a professional's guidance.

Phase 4 - Decision Making: This is where you will almost certainly need to make trade-offs—as you consider what effects (events) may occur in the process of bringing about your highest priority changes. Given that changing an important aspect of yourself may also change something else, it will be necessary for you to make some number of “do / not do” decisions.

Relationships Among the Methods in This and Previous Chapters

As shown at the ends of chapters that have discussed a methodology, each involved using the analytic approach to structure the process being described. This chapter is no different. It should be apparent that behavior modification is a problem-solving process—the problem situation being this: how do I go about identifying what I need to

further develop, improve, or adjust in order to reach personal goals and experience long-term fulfillment? Behavior modification is also a learning process in several respects: first, problem solving is a learning situation; second, problem solving is a mode of learning; and third, behavior modification is learning. Therefore, to perform your own behavior modification program most effectively and wisely, you must apply principles and practices involved in both learning and problem solving.

Table 8.2 on pages 8-16 and 8-17 illustrates all the methodologies covered to this point. Note that, while the approach is always the same (so that you need not remember the different methods usually taught for each), the contexts are different. Each context puts emphasis on different aspects. In the analysis phase of problem solving you must consider systems of potentially causal or influential factors. In the analysis and planning phases of a learning situation you must consider which mode(s) and method(s) of learning are most appropriate. In the analysis and planning phases of a communication process you must consider your receivers' goals, interests, and other traits. But again, the approach—the most powerful and beneficial approach—is always the same!

Table 8.2: Relationships Among the Managerial Process, Personal Goal Setting and Planning, the Analytic Approach to Problem Solving Process, the Learning Process, the Communication Process, and the Behavior Modification Process

	Managerial / Integrative Process	Personal Motivation (Goal Setting & Planning)	Problem Solving & Conflict Resolution
	Preparation Steps	Preparation Steps	Preparation Steps
What has happened, or what is going on —and why?	Analyze Situation (including evaluation of past results and performance)	Analyze (SELF) Analyze personal characteristics and behavior. Analyze (interactions with) the environment.	Analyze Situation System of possibly causal of influential factors/variables and their interrelationships
What needs to be done, or what might be done —and how?	Set Goals and Plan Set Goals: what accomplish Formulate Plans (how to): Strategies and tactics, programs and projects, action plans Budget resources	Set Goals and Plan Set Goals: what accomplish Formulate Plans (how to): alternatives involving: Strategies and Tactics, Programs and Projects, Action Plans Budget resources	Formulate Solutions Set Goals: what accomplish Formulate Plans for Implmenting Solution(s): Strategies and Tactics, Programs and Projects, Action Plans Budget resources
What course of action should be taken?	Make Decision(s) Analytically test, compare, and select among alternative [sets of] goals, plans, budgets, policies, and procedures	Make Decision(s) Analytically test, compare, and select among alternative [sets of] goals and plans	Make Decision(s) Analytically test, compare, and select among the alternatives
Take action; do something	Implement Plans to: Organize Staff Guide, coordinate activity Guide control processes	Implement Plans to: Reach life goals Obtain & evaluate feedback Revise plans as approp.	Implement Chosen Solutions Obtain & evaluate feedback Revise solutions as approp.

Learning Process	Communication Process	Behavior Modification (Learning) Process
Preparation Steps	Preparation Steps	Preparation Steps
Analyze Situation What should learn/develop; Factors affecting learning; Possible principles, modes, and methods use	Analyze Situation What needs communicating Analyze receivers Analyze oneself Analyze environmental obstacles	(Re-)Analyze Self What characteristics you should learn, develop, or modify. Possible learning principles, modes, and methods to use
Formulate Plans Set goals: what learn Formulate learning plans: Strategies, tactics, and action plans that apply appropriate <i>principles, modes, and methods of learning</i>	Formulate Plans Set goals: what accomplish Formulate communication plans: Strategies, tactics, projects, and action plans specifying <i>audience, ideas & feelings to convey, modes to use, the when and where, and facilities/equipment needed, etc.</i>	Formulate Goals/Plans Set goals: what learn or change Formulate learning plans: strategies and tactics, programs, and action plans that apply appropriate <i>principles, modes, and methods of learning.</i>
Budget resources	Budget resources	Budget resources
Make Decision(s) Analytically test, compare, and select among alternative [sets of] goals, plans, budgets, etc.	Make Decision(s) Analytically test, compare, and select among alternative [sets of] goals, plans, budgets, etc.	Make Decision(s) Analytically test, compare, and select among alternative [sets of] goals, plans, and budgets.
Implement Learning Plan Learn information and ideas, develop skills, modify attitudes and behavior Reinforce what learned	Implement Communication Plan Communicate using chosen modes or media Obtain and evaluate feedback Revise communications	Implement Modification Plan Learn information and ideas; develop skills; and modify traits, attitudes, and behavior. Reach life goals

