

# Preface

I wrote this book because I am enthusiastic about what Leary's Rose can achieve. Leary's Rose is an 'interaction model', rather like a road map. A road map will provide you with an overview of a landscape and an idea of how to find your way around it. Likewise Leary's Rose can help you find your way around the 'land' of interaction, interpersonal behaviour and your behaviour toward others. Interaction becomes perceptible in the shape of communication.

Communication takes place in every situation where someone:

- sends someone else a message: a request, a look, a pat on the back or
- receives a message from someone else: hears the request, sees the look, feels the pat on the back.

Communication can take place in all types of situations: a hearty fireside chat, a quarrel with a colleague, a tiresome meeting where everyone is trying to talk at the same time, an infatuation. Throughout the day you are sending and receiving messages which bring about a range of different reactions in you and your partners in discussion.

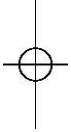
The majority of your day-to-day functioning consists of communication. As a trainer, I try to provide people with levers to be able to function better. Based on my own practice and my own surroundings, I know that Leary's Rose can effectively contribute to this process. You can learn how to better achieve your goals by consciously choosing certain behavioural patterns and by knowing what impact your behaviour can have on others. This book is largely based on Timothy Leary's book, *Interpersonal Diagnosis of Personality* (see Further Reading).

I hope that by the end of this book you will share my enthusiasm and that you will be able to benefit from this practical, easy-to-use interaction model. I also hope you enjoy it.

Bert van Dijk

# *Preface to the ninth (revised) edition*

Since the publication of this book, seven years ago, *Influencing others? Start with yourself* has fully satisfied my expectations. Leary's Rose – which comes in handy when learning how to deal with other people's difficult behaviour – has been used by many in order to be more effective at work. Two years after this book, *Bereiken wat je wilt* was published. There I retold the entire story, based on examples from daily life, thus demonstrating that you can also effectively influence people in your private life too. In that book I renamed some of the different positions in the Rose, and its resulting patterns. This means that *Bereiken wat je wilt* completes the present book. *Het Grote Beïnvloedingsspel*, which I co-wrote with my colleague Fenno Moes, has also been published since then. That is a game which will help you practise the theories outlined in this book in a playful, practical manner.



In the meanwhile, Thema Publishers has started publishing 'spectrums' that can be used for different purposes. A spectrum comprises a number of cards, which summarize the most important theory in short and clear checklists, and I created a spectrum about Leary's Rose, together with my colleague Marie-José Cremers. At the time that we were preparing the text for this spectrum, I realized that the book no longer matched some of the new insights in certain places. This was an excellent excuse to go through the book in a critical manner again and introduce some changes here and there. The essence of this book, however, remains the same. The most radical changes are that the terms 'Opposed' and 'Together' have been replaced by 'I' and 'We'. The personal test, which used to be distributed across eight chapters, has now been included as one integrated test at the back of the book.

I hope that this revised edition can once again provide a lot of insight to many people!

Bert van Dijk, January  
2007  
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# 1 Introducing Leary's Rose

## Influencing others

This book provides an insight into your potential to achieve your goals through conscious communication. To acquire an insight, you require an overview. In this chapter you'll get a clear overview of your potential to influence others. These possibilities constitute the basis of 'interpersonal behaviour': behaviour between people.

### **INFLUENCE THROUGH DOMINANCE**

One way of exercising influence on others is to vary the level of dominance. If you never make yourself heard you simply will not be heard, and someone who is never heard is never taken into account. People who express their opinions loud and clear are listened to more easily.

*Ed works in an advertising agency. He complains that nobody ever asks him for his opinion on issues that are not directly related to his field of expertise. He would like to be part of discussions regarding client contacts and the manner in which the company advertises, as he has some ideas of his own on this subject. The problem is that Ed never gives his opinion. As a result, other people monopolize conversations and pay no attention to Ed's thoughts, which they cannot hear anyway. Fran, one of Ed's colleagues, is quite well informed about what is going on around her, and often discusses things with the others. People regularly ask her for her opinion, and they also listen to her.*

Ed's behaviour incites complementary behaviour. As long as Ed fails to express his opinion, he gives other people the opportunity and space to do in his place: they fill the available space, as it were. Fran's behaviour is also complemented; she speaks, the others listen to her. In this example Ed exercises influence in a much less dominant manner than Fran does.

### **INFLUENCE THROUGH 'I-ORIENTED' OR 'WE-ORIENTED' MESSAGES**

Another possibility for exercising influence is to vary the subject or object that you are targeting. Anyone who orients themselves towards someone or something else, which they find more important at that moment in time than their immediate surroundings ('I-oriented behaviour'), will be left alone or ignored. If you indicate that you enjoy contact with your surroundings ('we-oriented behaviour'), you will, as a rule, be involved in your surroundings.

*Harry, one of Ed's and Fran's colleagues, is often in a bad mood when he comes home from work. 'Nobody talks to me', he tells his partner. Conversely, his colleagues also complain about Harry, who, they feel, is often unfriendly and only interested in the company's results. He seldom attends informal company events; he is always too busy, or just doesn't feel like it. The others do not feel the need to talk to him and prefer to give him a wide berth. Things are quite different for Ben. Ben always has the time, stops for a chat here and there and shows a lot of interest in other people's affairs. That is why everyone likes him; he is regularly invited to parties and feels at ease in his work environment.*

One approach is not better than the other. It is about what you enjoy most. Sometimes being left alone might be exactly what you want.

## **Leary's Rose**

In order to provide a clear overview of the possibilities mentioned here, we'll use the so-called 'interpersonal circumplex' or Leary circle: a model representation of the different behavioural possibilities and their impact on others.

In the 1950s, the American psychologist Timothy Leary developed such a model at the University of California, based on observations of large numbers of people. Because Leary was inspired by a compass rose while developing his research data into a model, we now refer to this model as Leary's Rose. Even today, almost fifty years later, the model still contributes to gaining an insight in the effects of mutual communication. Based on the notion that one person's behaviour induces certain behaviour in another, we can predict one another's behaviour, influence it and then make conscious choices about action and reaction.<sup>1</sup>

*Annie and Ben are consulting with one another. Annie discusses a plan that she has thought up and Ben is listening. Annie ends her argument with a question: 'So what do you think?', falls silent and looks at Ben expectantly. Ben can now give his opinion about the matter and clarify it.*

Annie starts to talk, is active, while Ben listens, is still passive. Then Annie gives Ben the space to talk, to tell his story. The roles are reversed. This is a very simple and everyday example of effective communication, in which taking and giving influence take turns.

If you want the space to give your opinion, you need to make yourself heard and seen. If you want to give others the space to give their opinion, then sometimes you will have to withdraw – temporarily.

But things can go quite differently, too. If Ben had started talking halfway through Annie's argument, Annie might object and say: 'No, hang on a second, I haven't finished talking yet'. If Annie thinks that Ben is justified in interrupting her, however, then she will withdraw. At that moment Ben will have taken control of the discussion for an instant. Annie might also choose not to be interrupted by Ben, while Ben might not agree to this. This results in a situation of conflict. So, to exert influence (and to keep it that way!), you need to alternately take and give space.

### **Assignment**

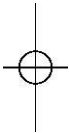
Why not review three discussions that you have had with different people today and try to understand how the balance of influence shifted on both sides. Who took the lead? Who gave space to the other? Did things change in the course of the discussion? What occasioned the change? If you see the opportunity to record short discussions, then you can establish exactly how things went.

*It's Monday morning. Fran needs a chat about something, but Annie does not have the time. She tells Fran: 'Not now, Fran, I don't want to be disturbed for the next hour. I can make some time for you this afternoon.' Carol has just made some coffee. She asks Fran about her weekend. Carol and Fran drink a cup of coffee together and have a chat.*

Annie breaks the contact, while Carol makes contact. It is obvious that there is no situation of conflict as a result of the manner in which Annie broke contact ('I can make some time for you this afternoon').

Anyone who wants to be in contact with his surroundings needs to emit 'we-oriented' messages.

We shall see that it is very important how a message is transmitted. Annie could also have said: 'Fran, it's a bit of a pain that you want to talk to me now, while things are so



busy. I want you to get back to your work, right now!' The effect on Fran would have been quite different. Can you predict it?

### THE CO-ORDINATE SYSTEM

These two different examples can be integrated in Leary's Rose, which consists of two axes, which together form a cross. The vertical axis represents the measure of dominance while the horizontal axis represents the extent of 'I-oriented' and 'we-oriented' messages respectively.

For a clearer understanding of this, let's agree on the following. Dominant behaviour will be referred to as 'Above'. If behaviour is barely or not at all dominant, I'll refer to it as 'Below'. This will generate a circle, which comprises four sectors.

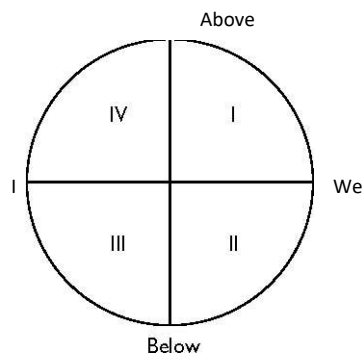
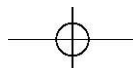


Figure 1

An important outcome of Timothy Leary's research is – as we already saw – that behaviour incites behaviour, sometimes equal (or symmetrical) and sometimes contrary (complementary) behaviour.<sup>2</sup> Above incites Below and the other way round, and they are thus complementary. We-oriented behaviour incites we-oriented behaviour, and I-oriented behaviour will result in I-oriented behaviour – they are symmetrical. If we combine these data, then we see that behaviour from sector I will incite behaviour from sector II and the other way round. Behaviour from sector III will incite behaviour from sector IV and the other way round (see figure 2).

Behaviour in sector I is we-oriented, dominant behaviour. For the moment, I'll summarize this as leading behaviour. Behaviour in sector II, which is we-oriented, but which is not, or is much less, dominant, will be referred to as dependent behaviour. Behaviour in sector III, which is not dominant either but which is I-oriented, will be described as defensive behaviour. Behaviour in sector IV, finally, which is dominant and I-oriented, will be summarized as aggressive behaviour.



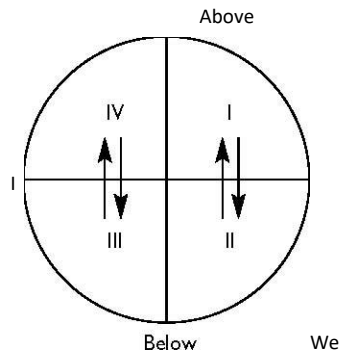


Figure 2

Below you'll find more descriptions of behaviour, but for the moment this is enough. You can now see that an attack (sector IV) will result in defence (sector III). And when someone takes the lead (sector I), this incites dependent behaviour (sector II).

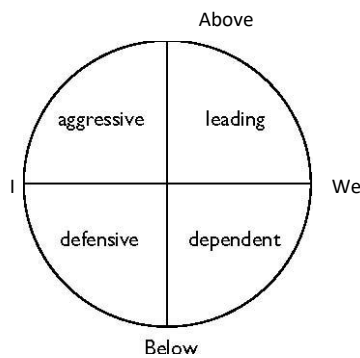
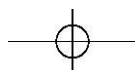


Figure 3

Based on a simple example, I'll now show how these different behavioural choices can encourage potential reactions in people.

*Dan is interested in taking a holiday in the Mediterranean to enjoy the sun; his wife, Jo, is interested in going to Norway for a long hiking trip. They both enjoy walking and she does not appreciate a sun, sea and sand holiday at all. They've been on a few hiking trips earlier in the year.*

Except for the fact that he is interested in travelling to the Mediterranean, Dan should also ask himself what his objective is in relation to Jo. Does he wish to take a decision in harmony (we-oriented behaviour), or does he not really care what she thinks as long as he gets his own way (I-oriented behaviour)? And does he wish to dominate or does he want





to give Jo the space to realize her own ideas? There are all types of underlying views in this context – for example, with regard to his relationship – but we'll not take those into consideration for convenience of comparison. Let's take a look at Dan's goals, his behavioural possibilities and Jo's ensuing possible reactions.

If Dan acts from sector I, i.e. both dominant and we-oriented, the story might play out as follows:

- *Goal*  
Dan wants to make it quite clear to Jo that he wants to go to the Mediterranean and wants to convince her so she will give in.
- *Behaviour* He will then, for example, tell her: 'I really do want to go on holiday with you. What I'd really like to do is to spend some time in the sun and not have to make too much of an effort, because I've been doing so much of that in the past year. OK?' He's emphasizing the fact of going on holiday together, and making his preferences very clear.
- *Reaction* Jo now knows exactly what Dan wants and she can make her own desires known. Then she can choose to counter Dan's requirements, or follow suit. Regardless of her final decision, she will probably do it in a quiet and agreeable manner (aimed at acceptance). His message will not easily lead to conflict, because Dan wants to go on holiday with Jo and shows her that he does.

In summary, Dan often acts from sector I, his wife reacts from sector II.

If Dan acts from sector II, his message will look quite different:

- *Goal*  
Above all, Dan is not interested in a row, but he still wants to travel south. He hopes that Jo will join him. Hope is expecting, not very dominant.
- *Behaviour* Dan, for example, will say: 'At any rate I do want go on holiday with you to the south, but you're interested in going to Norway, aren't you? What shall we do?' Dan gives Jo a lot of leeway for making the final choice.
- *Reaction*  
This will probably not result in a row as Jo will probably opt in favour of the hiking trip: 'You'll love it!'

Things are quite different in sector III:

- *Goal*  
Dan wants to oppose the habit of always going on hiking holidays, and wants to propose an alternative, namely to follow his idea.

- *Behaviour* He says: 'Why do we always need to take hiking trips? I'd like to spend some time sunbathing somewhere in the Mediterranean.' Dan's attitude is defensive from the very start; he's no longer interested in doing what Jo wants.
- *Reaction* Jo will probably get angry and will almost certainly not comply with him: 'You know I don't like sunbathing!' Dan is 'pushing' her towards an attack, as it were.

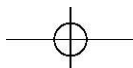
'Above' and 'We' can also coincide with the term 'taking matters into your own hands, with attention for your relationship', and 'We' and 'Below' with 'following, adapting, in order to give the other person space'.

In sector IV, finally, we find ourselves in even more difficult waters:

- *Goal* Dan does not want a discussion. He wants to achieve his goal quickly by confronting his wife with his decision. She will simply have to do what he says.
- *Behaviour* 'We've been on so many hiking trips this year. I want to go to the Mediterranean. Can you find us a hotel?' Dan simply determines what will happen. He does not really care what Jo wants. His wishes will be carried out.
- *Reaction* If Jo wishes to attend to her own interests, then she will defend herself. She will, for example, say: 'No way, you're not the only one making decisions here!' A conflict is approaching, and fast.

In figure 4 the four quadrants of the Rose have been collated once again, but with the more extensive descriptions, which we developed before.

'Below' and 'I' are summarized by 'offering resistance, rebelling'.  
 'Above' and 'I' by 'attacking, competing, defending your own interests'.



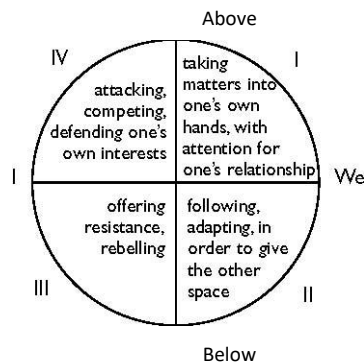


Figure 4

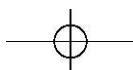
**THERE ARE NO AUTOMATICALLY WRONG CHOICES WHEN IT COMES TO BEHAVIOUR!**

It is important to agree that there are no wrong or right choices when it comes to behaviour. The main idea is that we are all aware of the impact of our behaviour in order to act purposefully, based on a prediction. If Dan's goal is to arrive at a joint decision, in joint consultation with Jo, then sectors I and II are excellent choices.

Temperament and mood are also important. A dominant type will choose I rather than II, a somewhat timid person will base their actions on position II. The temperament of the other person also plays a role. For example, Jo might be quite indecisive. Dan, however, wants to make a decision with her. He will then start the discussion in the Below position, by asking 'Now, what do you want?', but Jo simply continues to hesitate. In order to achieve progress and make a joint decision, he will have no choice but to change his attitude. He will achieve more impact from the Above position in the Rose. Sector I, for example - 'OK, we're not getting anywhere like this. I suggest that we go to the Mediterranean.' Dan 'moves' around the Rose, as it were, in order to make Jo move too.

**Assignment**

Why not study the following (abbreviated) example which I have taken from De Stad van Axen (Cuvelier, 1992), a book which also deals with mutual communication. Three children are playing. Anton says: 'Let's play pirates'. Bruce says: 'No way, there's only the three of us, that's not enough.' Anton answers: 'What game shall we play then?', upon which Bruce answers: 'I want to go to the sea to find shells.' Jasmine then says: 'Cool, that's a great idea. I'm coming too.' Anton's face darkens; he resists, wordlessly. Bruce continues: 'And once we have a lot of shells, we can use them as our pirate's treasure.' Jasmine once again says: 'Cool, yeah'. Anton joins in now; he is fully convinced.



Can you make an analysis of the movements made by these children? What influence did they have on one another and where did they opt in favour of acceptance, and where didn't they? Give it a try before you look at the analysis below.

### *Analysis*

Anton makes a proposal; he takes the initiative as regards the game to play (sector I). Bruce rejects the proposal, he resists (sector II). He has thus understood Anton's proposal to be an attack (sector IV). Anton reacts by asking for a new proposal (sector II). He does not answer Bruce's resistance with a (new) attack, as you might expect him to do. Bruce answers by suggesting a new proposal (sector I). Jasmine endorses the proposal (sector II). Anton thus feels attacked this time. He resists, wordlessly (sector III). Bruce completes his proposal and takes a new initiative, as it were (sector I). Once again Jasmine endorses him (sector II) and now Anton has also been convinced. He also endorses the new proposal (sector II). This is a brilliant example of how a switch from initiative (Above), support (Below), enthusiasm (We) and resistance (I) ~~Norms about right and wrong~~ often affect our desire to achieve influence. In our culture, the norm seems to be that compliant, friendly behaviour (sectors I and II) is seen as good, while critical behaviour and defending your own interests (III or IV) are experienced as unpleasant, and thus wrong. Everyone will admire a friendly boss, someone who is capable of motivating their employees (sector I) and who gives them a lot of space (sector II). However, resistance against the prevailing order (sector III), taking decisions and setting boundaries (sector IV) are also prerequisites for a good result, even though they are often seen less positively.

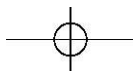
Therefore, anyone who consciously chooses effective behaviour is directed by the predefined objective and not by norms about what is good or bad. If Dan feels that he has to make a decision, then he will have to choose his behaviour from position IV.

### **Assignment**

Can you think of two other examples which require behavioural choices from sector III? And from sector IV?

Behavioural choices in sector III and IV can be just as necessary as those in sectors I and II. Put differently, the relation with the other is not always more important than other interests, such as your own interests, business, financial or educational interests.

Here's an example from the latter category: educational interests. Mary dawdles at breakfast. School starts in five minutes, and it takes at least four minutes – on foot – to get there. Her mother says: 'Come on Mary, get on with it!' Her face does not look very friendly. The mother's objective is quite clear: to ensure that Mary gets to school on time and that she learns something from the situation – 'when I dawdle, mum gets angry'.



## Choosing behaviour

In order to make a conscious choice in favour of a certain type of behaviour, you need to be aware of your own potential in order to also take other people into account.

### YOUR OWN POTENTIAL

Based on the questionnaire in the appendix, you can put together an overview of your own preferential behaviour and those behavioural choices that you would not be inclined to make. If you think that you 'tell it like it is', then there's a good chance that you will not be referring to or thinking of yourself as a timid character. You will also be more vocal in certain situations, whereas you might not be in other situations. Finally, you will also change over the course of our life – your behaviour at the age of 20 is different than it is at a later age. An important benefit of choosing your behaviour consciously is that you do not act in a way simply based on your feelings.

*Carol walks through the corridor. She passes Harry, who is clearly in a hurry. Carol asks Harry whether he has some time for her. ~~Harry~~ Harry snaps at her: 'Can't you see that I've got no time?' The rest of the day, Carol doesn't dare go anywhere near Harry. She thinks Harry is such a mean-spirited man'.*

Harry reacts in the way he always does: arrogant, distant and curt. In so doing he harms his relationship with Carol, at any rate for the rest of the day. What's more, Carol is now convinced about her negative opinion of Harry. If we ask Harry why he did this, he might simply answer 'I just reacted in an impulsive manner.' Often someone like that will add 'Oh, well, that's just the way I am'. But that's not true: something can be done!

In Chapter 3, I'll reflect at length on your behavioural possibilities. We can also look at Harry's behaviour from a positive point of view. Harry reacted that way because he was worried about something. Maybe he had to go to a meeting, an important appointment. At any rate he wanted to ensure that he would arrive somewhere on time. It is a good thing that Harry takes his own worries so seriously, but he forgot to take the other person into account.

Your preferences as regards behaviour vary, depending on the situation in which you find yourself, and your age and temperament.

## THE CARE FACTOR

Harry should have stopped to think about the other person, and then he would have effortlessly addressed both parties' interests. Using the 'care factor' as a starting point, we need to take the following three matters into account:<sup>3</sup>

- 1 Pay attention: pause and think about the other person, and show that you do.
- 2 Alignment: register the other's impact on you and align your behaviour in accordance with it.
- 3 Be assertive: always take care of your own interests in doing so.

### *Pay attention*

Harry might have noticed that Carol needed him and could have said: 'I see that you've got a problem, I'd love to help you but I don't have the time right now.'

### *Align*

He could then have noticed and heard Carol's reaction. He could then have said: 'I've an important appointment that I'm going to, but as soon as I'm back, I'll call you. OK?'

### *Be assertive*

And finally he could have said. 'I really need to go now', and walked on.

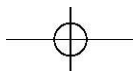
Caring about your behaviour is often all about having an impact on the way you are accepted by others, or rather on the question 'Do I count?'. People also want to know whether the other people in their environment understand what they are capable of. Being proud of your own skills is an important way of maintaining self-confidence.

### **Assignment**

Try to find out what the underlying worry is for each of the Rose's four sectors. In order to help you, behaviour in sector III (resisting) can be the result of a worry about the outcome: 'Are things going the right way?'

Another underlying worry can be safety: 'We need to withdraw now, or things will go wrong.' Apply this to yourself. And read on. You'll find a series of possible care aspects for all four sectors of our model.

Using the care factor as the starting point, we can subdivide the left and right half of the Rose into task-oriented behaviour (left) and relation-oriented behaviour (right). If we arrange this distinction in the four main sectors of the Rose, then we arrive at the following diagram. If we keep an eye on our own care factors in relation to those of others, then we will better understand why someone does not behave the way that we would like them to in certain situations.



| <b>Task-oriented</b>           | <b>Relation-oriented</b>             |
|--------------------------------|--------------------------------------|
| <i>Above/I</i>                 | <i>Above/We</i>                      |
| I need to be clear             | I want to be respected               |
| The job has to be finished     | The relationship is important        |
| Everyone has to make an effort | I want there to be a good atmosphere |
| I should be listened to        | I have ideas, I want to contribute   |
| <i>Below/I</i>                 | <i>Below/We</i>                      |
| If only I can do it            | I want to be thought of as nice      |
| I have to do a good job        | I take care of the relationship      |
| I hope I can do it             | I contribute to the good atmosphere  |
| I am obedient towards others   | I praise others for their good ideas |

## Communication

As already stated, interaction takes place via communication channels. There are at least two: the verbal and the non-verbal channel. The verbal channel covers anything that we can convey with language. It refers to the content of our messages.

The non-verbal channel is everything we convey with body language – gestures, eye contact, touch, facial expression, etc. – and the sound, the melody, of the words. Let's go back to the example of Mary, who was playing with her food. Her mother says: 'Mary, get on with it!' The content of the message is clear: Mary needs to hurry up, she needs to stop dawdling. This content becomes clear from the words her mother uses, the verbal message. But how something is said also matters, in addition to what is said. Mary's mother may point to the door, and look serious, eyebrows furrowed, while her tone of voice is pretty harsh. A large part of Mary's mother's intention is emitted as a non-verbal message. If Mary's mother were to say 'Well, Mary, get on with it now' and she were to smile, talk softly, bend over and embrace Mary, then the message would barely be conveyed at all.

In the many examples that you will find in this book, the non-verbal communication aspect will play an important role. If it is not congruent with the content of the verbal message – if it doesn't match – then confusion will arise at the relational level. Mary does not understand what is going on: 'Is mum angry or not?' Communication benefits from a congruent message. In other words, the non-verbal signals need to correspond with the verbal signals. If there is no congruence, then this will result in confusion.

*Ben asks Fran: 'Hey, how was your party yesterday?' 'Fun', says Fran, while she looks ~~at~~ her way with a surly expression. Ben has no idea what to say.*

Fran (verbally) says 'fun', but her non-verbal message infers that it was actually 'terrible'. So was it fun or not? Ben will probably ask himself what's going on; he'll doubt the verbal message. We can assume that what the other 'does' (i.e. communicates non-verbally) is usually the truth. It is much harder to lie through this communication channel than it is through the verbal channel and, as a result, most of our message is conveyed nonverbally.

## Extending the model

Up until now we have divided the circle into four equal sectors, also known as quadrants. We can split every quadrant in two, which results in eight different sectors. Sector I will, for example, be divided into a sector in which Above is more important than We – the Above/We sector (sector I-1) – and a sector which is exactly the opposite: I call this sector We/Above (sector I-2). The distinction is that sector I-1 is mostly Above behaviour and on the We side (directive: giving orders), while sector I-2 is mainly We behaviour, at the Above side (assisting: being helpful).

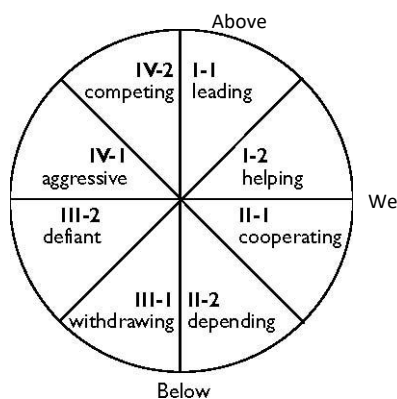


Figure 6

The detachable insert enclosed includes the model published by Leary, about behaviour as it is perceived by others. In this book we'll look at every sector at length, so you will have a good idea of the entire sector at the end of the book. You can always keep the model close at hand, in order to maintain a good overview – a little like a map. |



## The story and Leary's Rose

In order to further familiarize you with Leary's Rose we will be following a group of people who work together on a daily basis in Chapter 2. The eight people in this story experience a situation which is always described from a different person's point of view. The meeting, which constitutes the storyline for this book, progresses slowly. At every step of the way we'll look at the developing events and how we can integrate them in Leary's Rose. I specifically opted to use this approach in order to familiarize you with the characteristics of the behaviour that is schematically represented in Leary's Rose model, but please note that these characteristics are by no means character descriptions. Nobody actually *is* Above/I or We/Below; anyone can behave in an Above/I or We/Below manner and everyone can choose to behave like this.

Every character in our story reacts from one of the eight sectors in the Rose and thus gives a good idea of the different effects of the behaviour for each sector. It's inevitable that a whole range of points of view will not be discussed in these descriptions. As a result the characters and examples may seem rather one-dimensional, but they have purposefully been kept rather even for reference purposes.

### EFFECTIVE AND NON-EFFECTIVE BEHAVIOUR

A behavioural choice is therefore good when actions based on a certain sector have a positive, desired effect. If behaviour has a negative, non-desired effect, another choice would have probably been better. Whether a choice is good or bad thus depends on the effects it has, and so I prefer not to refer to good or bad, but to effective and non-effective behaviour. At the end of this part we'll refer to this distinction again. The choice of effective behaviour is closely related to the goal, the care.

*Annie and Ben are colleagues in the same office; they do the same job. Carol enters the room. She says: 'Who can tell me how to solve this problem? I just cannot seem to sort it out.' Annie wants to leave soon; she has half an hour to pick up her car from the garage, which will be closed tomorrow. Ben has something to make up to Carol.*

*Withdrawal is an effective choice for Annie. If she were to assist Carol, she would find ~~that~~ ~~it~~ ~~benefit~~ a car in the morning. In Ben's case, helping Carol is effective, because he wants ~~to~~ ~~render~~ a service and make up for something in doing so. We shall see that each of ~~the~~ ~~characters~~ has a different goal and thus ends up making a different choice.*

In the eight sections of Chapter 2, I will always ask you to choose from a number of different options. In so doing you will get to know Leary's Rose better and understand it – and thus also know and understand your own 'preferential' behaviour. In the course of this book I'll provide you with more levers to extend your own preferential behaviour

with new possibilities. You can apply the model in your own daily life and so contribute to your own effectiveness. To this end you will have to reflect on the questions asked now and then. If you think about your own behavioural possibilities while reading, and experience their effects by means of small experiments, then this can be a very interesting book for you.

### **THE DIFFERENT RINGS IN THE ROSE**

You'll find a detachable colour diagram of Leary's Rose enclosed. The inner area is white, the second ring green, the outer ring red. The behaviour in the centre of the model, the white part, is 'natural' behaviour. When you speak, I listen. Naturally. If someone wants to hit me, I will automatically withdraw. These actions are also known as reflexes.

'Green behaviour' coincides with effective and/or purposefully chosen behaviour. If you know what you want to achieve, you can determine your behaviour. The chance that you will achieve your goal is higher in this case. Behaviour can also be 'chosen unconsciously' and still be effective. This is 'normal', healthy behaviour, as we learn it throughout our life.

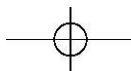
'Red behaviour' is not consciously chosen and/or rigid behaviour, which usually has another effect than that originally hoped for. In fact 'red behaviour' is too much of the effective, green behaviour. Help (We/Above) is effective when help is needed; it is redundant when offered at a time when nobody will benefit from it. In fact, the green slowly bleeds into the red, and the further from the centre, the less effective behaviour will be. On the outer perimeter we find very extreme, obsessive behaviour. Somebody who is always complaining, criticising (whether asked for or unasked for) and who never agrees with anything will often display behaviour of the type found in the I/Above sector.

### **THE LEAD CHARACTERS IN THE STORY**

The team in this book is a group of graphic designers, who design the corporate styles of large and medium-sized companies, and who also take care of most of the companies' entire external presentation. Please meet:

*Annie, team leader*

Her most important quality is that she quickly and effortlessly takes the lead in situations. She prefers the challenge of a difficult task which she solves aptly and quickly, together with the others. A less positive quality is that she has a hard time dealing with people who are incapable of making a snap decision. During meetings she tends to lose her temper.



*Ben, designer*

Outsiders consider him to be the nicest person on the team. Always willing to help. If there's a disagreement, Ben steps up to the plate. He advises, mediates and worries about the collaboration. Ben has a rather annoying quality, though: he's afraid of conflict and this means that he can sometimes be a little unreliable. For example, he has stated that he will defend someone's interests with Annie. Since he fears a conflict with Annie, he does not deliver when it comes to the crunch.

*Carol, assistant*

Carol is a warm and engaging woman. When someone says 'there's no more coffee', she's already on the way to the kitchen. Carol works hard and is generally considered to be 'indispensable'. It's sad that she behaves so submissively. When one of her colleagues has something to say about her work, she will be quick to agree; in doing so she leaves the responsibility to the other person. As a result, Carol's opinion is rarely asked (as she will immediately trade it in for a 'better' one), while she does in fact have an opinion of her own.

*Dan, the youngest designer*

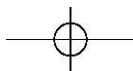
Dan has just come on board. He's a calm, docile young man. As yet he's waiting to see which way the wind blows. At times Dan can be a little suspicious. Because he looks so calm, he is not often involved in practical jokes or the latest gossip. He sometimes feels rather bad because he's left out of things, and tends to oppose other people's opinions as a result.

*Ed, customer administration*

Ed generally keeps a low profile, except when his own work is involved. He goes about his job very quietly and generally does not say much during team meetings. He believes in keeping his work and his private life strictly separate and does not participate in social events, such as staff parties. He's appreciated for his know-how and the fact that he does not intervene in matters with which he is not familiar. The annoying thing about Ed is, at least where customers are concerned, that he always gives his colleagues unwanted advice about how to do something. The customers are 'his' baby, and Ed always wants to 'help' them. With the best intentions, but it can be difficult...

*Fran, designer*

Fran is a real 'nuisance'. She has just graduated and she wants to show people that she's worth it. She's recalcitrant and insolent. Because she often wants to change all manner of things, she is a force to reckon with within the group. She always comes up with new ideas, which, to a certain extent, keep the group's creativity at the right level. Fran mainly experiences problems when someone really gets mad at her; then she withdraws and acts as if the whole affair does not concern her. Everything, however, indicates that she feels terrible, but that she has no wish to cause further confrontation.



*Gill, senior designer*

Gill is a middle-aged woman who knows the company through and through. Before Annie was appointed team leader, Gill had different bosses and experienced highs and lows with all of them. She has a critical mind and has no problem voicing her opinion, a fact that has already prevented the team from committing blunders in the past. She is the group's conscience. Nothing important happens unless Gill has voiced her opinion. Gill is unable to delegate; she prefers to order people around, rather than ask for assistance, even from Annie. But, above all, she likes to do things her own way. Everyone has to listen to her. And when they do, she's easy to work with.

*Harry, senior designer*

Harry has a dominant personality. He is generally considered the 'muscleman', who gets the big orders. He is not easily swayed and his direct style and immense know-how make a great impact on people. His weakness becomes clear within the team: he has a hard time dealing with the fact that Annie holds final responsibility and in fact takes the decisions. He regularly struggles for power with her.

These are the eight characters who have the leading role in this book. Throughout this book situations which involve these characters will be described; they will also be used to explain Leary's Rose.

**Assignment**

1. The characters in our story can easily be placed in the green sectors of Leary's Rose, starting with sector I-A. Annie should be placed here. Her name starts with an A. Ben (B) should be placed in sector I-2, etc. Use the Rose at the back of the book and compare the descriptions of the characters with the qualities of the Rose.
2. Now see whether you can also place the team members in the red area of the Rose based on their less positive qualities. The sequence is now different. In order to help you, Annie has a hard time dealing with 'slow' decision-makers. She sometimes has a bad temper when this happens. This is not conscious behaviour; it is an automatic reaction to someone else's behaviour. That is why it is usually red, non-effective. We can situate her behaviour in the I/Above sector.

Now try to place the remaining characters in the rose. You will find the solutions in Figure 7.

NB: I would like to emphasize once again that this concerns behaviour, and not character traits.

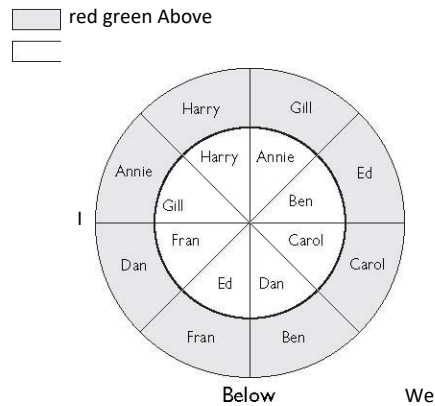


Figure 7

### THE INITIAL SITUATION

Our eight team members are sitting around a meeting table. They are on the verge of discussing a proposal from Fran, which amounts to ‘adopting’ the RSPCA (Royal Society for the Prevention of Cruelty to Animals), an ideal institution, as a client at a very low tariff.

She has listed all the benefits:

- Good for the organization’s image
- Endorsing a charity
- New experience
- The RSPCA is a fun, pleasant customer, and Fran would like to integrate them into her own portfolio.

One disadvantage is the low return, but ‘we have enough money and they do not’ is Fran’s reasoning.

As we already saw, the effectiveness of behaviour depends on the objective of that behaviour and the care for the task, or the relation. That is why we will first examine the goals our eight characters have during this meeting, before letting them speak for themselves. The meeting is chaired by Annie. She does not want to desert Fran but foresees a lot of resistance from the others. She herself is against the proposal. Her goal: to arrive at a decision and maintain the group’s unity.

Ben supports Annie in her attempt to maintain a good atmosphere; moreover, he favours Fran’s proposal. Ben’s goals: to voice his support for Fran and to help promote a good atmosphere in the group.

Carol thinks it's important that the meeting goes well and is efficient. She has helped Fran draw up the meeting documents. Carol's goal: an efficient meeting and excellent minutetaking (which will not take up too much of her time).

Dan is still in his orientation phase. Dan's goal: to receive the right information and feel at home within the team.

Ed does not really care. Regardless of the decision, it will influence his own work barely or not at all. His aim: to be involved as little as possible in this affair.

Fran wants to achieve her ideals. This group should not rest on its laurels but remain awake, alert and innovative. Fran's goal: to push through this assignment in the short term and integrate it in her own portfolio, and in the longer term keep the organization moving.

Gill has sensed that another lively discussion is about to happen. She likes Fran. She's a bit like a young dog, which needs some space. Gill's goal: to support Fran and to clearly expose the men's 'macho-attitude' mentality once and for all.

Harry is against the project. He is your typical 'no-nonsense' guy and thinks the idea is too stupid for words. Another one of Fran's ideas. Harry's goal: to show, during this meeting, who's really the boss – Harry!

As you can see, everyone has a different goal. Every team member has their own interests at heart and naturally aligns their goals with respect to them. In addition, each of the eight team members will make his or her own preferential choice. Annie, in this case, will choose Above and We (sector I-A), because it corresponds best with her goals and personality.

Let's see whether our characters are able to align their communication and their behaviour with their goals, and what happens when they can not. Up until now the general atmosphere of the meeting has been pretty good. Annie proposes the next agenda item. Her objective is to arrive at a decision and to maintain unity in the group.

*'Now let's discuss Fran's proposal to accept an assignment from the RSPCA, which – even the best case – will not result in any return for us, but which Fran thinks could benefit based on a number of arguments which were outlined in her memo.'* While saying ~~this~~ *Annie sits up straight and looks at each team member individually. 'I would like to hear first all those present what they think, and I'll start with Ben.'*

*Everyone calmly listens to Annie. Ben, who has set himself a goal to help Fran and to contribute to promoting the good atmosphere in the group, is the first to react, as requested.*

*He calmly gives the following well-considered answer: 'I'm in favour of Fran's proposal. As a company we would make a good impression if we had the RSPCA as a client. Fran is right to take on this project herself. Finally, I also support this institution's mission and I think it's a good idea to put some money into it.' Ben looks around at the other group members, with his arms open and his palms facing upwards. 'I'm curious to hear what the others have to say about this proposal.'*

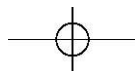
*Annie looks at Carol, full of expectation. Carol is sitting next to Ben. Her goal was to contribute to an efficient meeting and keep proper minutes, which won't take up too much of her time. 'I agree with the previous speaker. I also have a few questions.' She looks at Fran and smiles at her at those moments when Fran is looking for support in the group. When Fran answers Carol's questions, she nods to indicate that she agrees with the answers.*

*Dan speaks up. His goal was to be informed and to feel at ease within the team: 'I don't have an opinion about this proposal just yet'. He looks at the others and sees that Annie and Carol acknowledge his attitude by nodding a yes. He bends over his documents and makes a few notes.*

*Ed does not really care what the outcome is; he doesn't want to be involved in this matter at all. Annie asks Ed what he thinks of Fran's proposal. Ed has not said anything up until now and even now he only makes a simple hand gesture (hand up with the palm facing forward) and just says: 'I don't have an opinion about this, this doesn't concern my business.' He looks at Annie very briefly.*

*Fran thinks the time has come to say something herself. She says: 'I've listened to you and I'm quite disappointed, frankly. Nobody seems really interested in this proposal and everything seems to suit you either way. Can't you just say what you think of the proposal?' Her expression is serious and she speaks quite rapidly, with a somewhat plaintive tone in her voice. She looks around her rather agitatedly, without making real eye contact with the others.*

*Before anyone can say anything, Harry gets up. His goal is to show that his word is law, that he's the boss. 'I'd love to tell you what I think. I would like to remind you all that every year we give X per cent of our budget to all kinds of charities. Fran can't be blamed for not knowing this, but the fact remains that we do, so let's not forget that we are a commercial company. I don't plan to take another step towards becoming a charity institution because there'll be no end to it.' While talking he looks at everyone rather severely with a penetrating gaze. Gill tries to interrupt him but he says: 'No, let me finish', and raises his right hand. He then reiterates his arguments, but does not add anything new.*



*Gill is angered by his words. Her goal is to support Fran and to once and for all expose Harry's 'cock of the walk' mentality. She puts her glasses on her nose, and throws a long and rather nasty look in Harry's direction as soon as he has finished. Harry sits down. Gill starts to talk slowly: 'Firstly, you don't own this company. So the fact that you are worried about losing out financially because of Fran's proposal does not mean that the company is.' Then she points at Harry, finger towards his chest. She continues: 'Secondly, you're wrong. Fran's proposal offers financial benefits in the long term, which I will now proceed to ~~discuss~~ ~~discuss~~ ~~discuss~~ really angry now. 'What the hell are you thinking? Firstly, I'm fully entitled to defend the company's interests and secondly you're not in a position to determine who is right or wrong here.'*

*Gill: 'This, on the other hand, is not indicative of a very professional attitude, and...'*

*Harry: 'And to have to hear such a comment coming from you...'*

*Annie leaves the two sparring partners to battle it out for a while and then intervenes. 'We won't get very far with this discussion. It's obvious that there are those who are in favour and those who aren't, and a few who don't really care what happens either way. Harry, you're quite against this proposal. You feel that we spend enough money on charities already, and you think that we've hit the limit.'*

*Harry: 'That's correct. That's why I'm absolutely against it!'*

*Gill: 'I'd like to hear your opinion, Dan. You're new to the organization and maybe you have some insights that we aren't aware of yet.'*

*Dan: 'Well, as I've already said, I don't really have such much of an insight into this affair. I'm not sufficiently familiar with the organization.'*

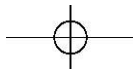
*Gill: 'What do you think about the policy to spend part of the turnover on charity?'*

*Dan: 'I hadn't really thought about it.'*

*Gill: 'What do you think of charity? Do you spend any money or time yourself on this kind of thing?'*

*Dan: 'Of course. I'm a member of different clubs and the chair of the local division of Amnesty.'*

*Gill: 'You can give your own opinion, you know.'*





*Dan: 'Yes, well, in that case: I do agree with spending company money on this kind of thing. And if we can do it in the way Fran suggested, it will also benefit our company. So yes, I'm in favour of this proposal, yes.'*

*Annie: 'Well, that's clear then. Ed, your opinion is very important. You have a good overview of the entire situation.' Ed refuses to commit, pretending that he has not heard.*

*Fran: 'Ed doesn't really dare to say anything, he's afraid of having a row with Harry'.*

*Ed (loudly): 'That is sheer nonsense. I am not afraid of anything. I just don't have a real take on such matters. I don't really care who our clients are, as long as I know what's going on so I can keep up with my admin. What a strange remark.'*

*Carol: 'But Ed, you're a member of the RSPCA yourself, aren't you? Can't you provide us with some information about them? I'll distribute it for you. At least we will have a better idea of what it's all about.'*

*Ed (a lot calmer): 'Yes, I can. In fact, now that you mention it, I still have a friend who works there – we can invite him to a meeting. He can give you a lot of interesting information. His name is Andrew Carey.'*

*Harry: 'Wait, I know him. He lives on my street.'*

*Gill: 'Maybe he can convince you, or are you going to carry on being mad?'*

*Harry (laughs): 'No, I'm not planning to. I'll go have a chat with him.'*

*Annie: 'Then I now declare this item closed, and reiterate the agreement that we will take a decision during our next meeting on the basis of the information that we'll have obtained by then. Let me recap what's been decided...'*

Here we leave the team. We have sufficient information to make an analysis of the behaviour of the various participants in the meeting.

