

POSITIVE INTERPERSONAL PROGRAMMING

PIP

By Gary A. Crow, Ph.D.

226 Middle Avenue
Elyria, Ohio 44035
(440) 329-5333
GAC@GaryCrow.net

Table of Contents

POSITIVE INTERPERSONAL PROGRAMMING	1
PIP	1
Marriage and Family	4
I. Being a Friend	5
1. Self Management At Home	5
2. Positive Self-Projection	6
3. Showing Respect	6
4. Showing Trust	6
5. Being Cooperative	7
6. Caring	7
7. Managing Conflict	7
8. Sharing	8
9. Being Loyal	8
10. Helping Relationships Grow	8
11. Keeping Morale High	9
II. Being a Parent	9
12. Managing the Children	9
13. Relating to the Children	10
14. Modeling for the Children	10
15. Being Responsible	10
III. Blending Families	11
16. Blending Expectations	11
17. Blending Differing Life Experiences	11
18. Working on Blending	11
IV. Being a Financial Partner	12
19. Being Financially Responsible	12
20. Sharing Financially	12
V. Being a Sexual Partner	13
21. Showing Sexual Interest	13
22. Relating Sexually	13
23. Sexual Respect	14
24. Sexual Fidelity	14
Other Relationships	15
PIP Elements	15
For Teachers	17
PIP Elements	17
For Managers	20
I. Priorities	21
1. Cooperation	21
2. Loyalty	21
3. Caring	21
4. Sharing	21
5. Respect	22
6. Trust	22

II. Processes	22
7. Direction.....	22
8. Action.....	22
9. Attitude.....	23
10. Association.....	23
11. Engagement	23
12. Modulation	24
13. Modeling	24

Marriage and Family

PIP helps you look at yourself and at your marriage and family relationships. It is not a test. Rather, PIP enables you to see your stronger and less strong areas, those things that you do better and those things that you do less well, those things within which you should find pride and satisfaction and those things deserving a little more time and attention from you.

Each section focuses on an important area of marriage and family life. Within each section are several statements about the most important interpersonal elements for that area. Going through all of the sections and statements will help you look at your strengths area by area and specifically at your strengths and less strong points within each area.

To the left of the statements within each section is a blank. Put a "5" on the blank if the statement is always true for you. Put a "4" if it is usually true for you. Put a "3" if it is sometimes true for you. Put a "2" on the blank if the statement is seldom true and a "1" if it is almost never true for you.

5 = almost always true

4 = usually true

3 = sometimes true

2 = seldom true

1 = almost never true

Once you have finished a section, add together your ratings for all of the statements in that section. This will give you a combined score. Next, divide the combined score by the number of statements in the section. This will give you an average score for that section. Write in your average score for the section in the blank to the left at the beginning of the section. Once you have finished all sections, add together your average scores for each section and then divide by the total number of sections. This will give you

a composite score indicating how well you function overall as a marriage partner and family member.

Once you are finished, you will find that you have some points that represent real strengths for you and some points that represent less strong elements. The goal is to work toward average scores of “4” or above within each section and an overall composite score of “4” or above.

How do you achieve this level? Go back to the individual statements, locating those statements where you gave yourself a “1”, “2”, or “3”. These represent the specific things on which you need to work.

It is important to use two approaches. First, be sure that you spend most of your time and energy doing those things that you do well: those things where you gave yourself a “4” or “5”. Do what you do well and do it as much as possible.

Next, begin to give some time, thought, and energy to increasing how often you show the behavior, attitude, characteristics, and so on shown in those statements where you gave yourself lower ratings. Emphasize your strong points and gradually strengthen your less strong areas.

Below, remember to limit your responses to your relationship with others at home.

1. Being a Friend

1. Self Management At Home

- A. I am decisive and able to make up my mind.
- B. I am able to set priorities and to decide what is and is not important.
- C. I am consistent and predictable.
- D. I snap back quickly from losses, disappointments, and those times when things do not work out the way I want them to work out.

E. I have good personal habits.

F. I am assertive and up front about what I think and feel.

2. Positive Self-Projection

A. I am a happy person.

B. I have a good sense of humor.

C. I am fun to be around.

D. I enjoy people.

3. Showing Respect

A. I am gentle and tender with others.

B. I am relaxed.

C. I am considerate of the feelings of others.

D. I listen patiently and carefully.

E. I am accepting and understanding with others.

4. Showing Trust

A. I give others the benefit of the doubt.

B. I do not question the actions or motives of others.

C. I am willing to take the first step to improve things or to make things better.

D. Others can count on me.

E. I avoid blaming or accusing others.

5. Being Cooperative

A. I go at least halfway to get things done or to make things better.

B. I am willing to help others.

C. I work well with others.

D. I am clear with others about what I want or expect.

6. Caring

A. I am proud of others.

B. I am actively involved with others.

C. I am positive and supportive with others.

7. Managing Conflict

A. I keep arguments and hassles short, to the point, and under control.

B. I hang in there when there is conflict or tension.

C. I use hassles and arguments to clear the air and to make things better.

D. I am tolerant with others.

8. Sharing

A. I talk with others.

B. I see others as important and valued.

C. I spend time playing with others.

D. I am not competitive with others.

E. I invest myself in others.

F. I am open with others.

9. Being Loyal

A. I stick up for others when someone is complaining about him/her or putting him/her down.

B. I place high value on my relationships with others.

C. I deal with the ups and downs in our relationships.

D. I have faith in others.

10. Helping Relationships Grow

A. I am able to change my goals or priorities to improve my relationships with others.

B. I can accept and am comfortable with changes in my relationships with others over time.

C. I have about the same expectations for our relationship as others.

D. I do not try to change others.

11. Keeping Morale High

A. I feel good about staying in the relationships I have.

B. I see my relationships as a welcomed opportunity and responsibility.

C. I am satisfied with my relationships.

D. I see my relationships as a fifty-fifty or give-and-take kind of thing.

II. Being a Parent

12. Managing the Children

A. I effectively discipline the children.

B. I understand their real needs.

C. I expect about the same things of and for the children as do other adults at home.

D. I deal firmly but gently with the children.

E. I am able to get the children to cooperate.

13. Relating to the Children

- A. I spend time with them.
- B. I am someone with whom the children want to spend time.
- C. I am interested in their activities and involvements.
- D. I am interested in their problems and difficulties.
- E. I am pleased with the children.
- F. I am sensitive to their moods and feelings.
- G. I give the children room to grow, room to make mistakes, and room to experiment with life.

14. Modeling for the Children

- A. I set a good example for them.
- B. I communicate a positive image of the children to them.
- C. I take time to explain things to the children and to discuss things with them.

15. Being Responsible

- A. I adequately supervise the children.
- B. I recognize and deal with their real problems.
- C. I am committed to the children.

D. I appreciate and encourage their individuality.

III. Blending Families

16. Blending Expectations

A. I am sensitive to what others want for themselves.

B. I am clear about what I want for myself.

C. I understand and work on what each member of the family wants from his/her relationships.

D. I am aware of and help with what others want outside of their relationships with our family.

17. Blending Differing Life Experiences

A. I understand the special ways others want me to show love and caring.

B. I pay attention to others.

C. I know how to be an active and involved member of our family.

D. I see each of us as an equal member of our family.

18. Working on Blending

A. I visit back and forth with relatives and friends of others.

B. I help others take care of their obligations and responsibility to relatives.

- C. I approve of the relatives and friends of others in my family.
- D. My relatives and friends are approved of by others in my family.
- E. I maintain healthy and appropriate relationship with my relatives and friends.
- F. I appropriately deal with opportunities and responsibilities within my relationships with step-children and ex-relatives. (If the statement does not apply to you, put a “4” on the line.)

IV. Being a Financial Partner

19. Being Financially Responsible

- A. I keep my bills under control.
- B. I maintain a reasonable standard of living.
- C. I effectively manage my money.
- D. I avoid unnecessary financial difficulties or obligations.
- E. I follow my budget.

20. Sharing Financially

- A. I am satisfied with the material possessions I have.
- B. I involve others in major financial decisions.
- C. I understand my financial rights and responsibilities.
- D. I deal effectively with the financial difficulties that arise from time to time.

E. I contribute my fair share to the financial area of my family.

F. I am careful not to place too much or too little importance on financial matters.

V. Being a Sexual Partner

21. Showing Sexual Interest

A. I am sexually attractive.

B. I make sure that there are enough sexual opportunities.

C. I anticipate sex with my partner with pleasure.

D. I talk with my partner about my sexual wants and needs.

E. I am careful not to place too much or too little importance on sex.

22. Relating Sexually

A. I respond to my partner's sexual wants and needs.

B. Sex with my partner is easy and comfortable.

C. I am easily sexually aroused.

D. I am sexually skilled.

E. I function well sexually.

F. I have good sexual timing.

23. Sexual Respect

- A. I accept my partner's sexual values and beliefs.
- B. I do not cause my partner unwanted pain or discomfort.
- C. I do not make sexual demands on my partner.
- D. I place my emphasis on a positive relationship and good feelings instead of on specific sexual techniques or activities.
- E. I pursue sexual contact only at appropriate times and in appropriate places.
- F. I do what I can do to be sure that my partner fully enjoys and participates in sex with me.

24. Sexual Fidelity

- A. I do not become romantically involved with people other than my partner.
- B. I do not become sexually involved with people other than my partner.
- C. I am sexually responsible outside of my relationship with my partner.
- D. I have let go of past sexual involvements, relationships, experiences, *etc.* and do not let them interfere with my present relationship.
- E. I have let go of past romantic involvements and do not let them affect my present relationship.
- F. I do not accuse my partner of inappropriate sexual activities, involvements or interests.

G. I do not bring up past sexual involvements or old relationships of mine or of my partner.

Other Relationships

Now that you have evaluated your marriage and family relationships, it may be useful for you to now look at other relationships in which you are involved. Again, this is not a test. It is, rather, a way of focusing on your interpersonal strengths and on those positive interpersonal elements to which you may want to give a little more time and attention.

There are twenty-two PIP elements. Together they represent those qualities and traits that are seen in people who are both positive and effective interpersonally. Again, the key is to spend most of your time doing what you do well, while spending some time and effort increasing those things that you do less well or less often.

One at a time, add each of the twenty-two elements to this statement: "I am _____ in my relationships with other people." For example, "I am accepting in my relationships with other people."

Using the same rating system used for your marriage and family relationships, decide if the statement is almost always true (5), usually true (4), sometimes true (3), seldom true (2), or almost never true (1) for you. Enter the number you have given yourself on the blank to the left of the element.

Once you have completed the process for all twenty-two elements, add together the ratings for all elements and divide the total by twenty-two. The results will be a number from "1" to "5". The goal is to achieve a score of "4" or above within all of your relationships. This overall score may be referred to as your interpersonal index.

PIP Elements

1. accepting

2. assertive

3. attractive

4. considerate

5. consistent

6. dependable

7. decisive

8. energetic

9. flexible

10. gentle

11. helpful

12. involved

13. loyal

14. patient

15. playful

16. positive

17. open

18. relaxed

19. responsible

20. spontaneous

21. supportive

22. tolerant

For Teachers

PIP for Teachers is intended specifically for classroom teachers, but may be useful to anyone who is in a student/teacher relationship with someone else. The traits, qualities, and principles reflect “good teaching” regardless of the setting or situation.

The thirty-four statements are also a useful guide for parents or others who are interested in evaluating a specific teacher.

Teachers may develop a “teaching quotient” for themselves by reading each of the thirty-four statements. Using the same rating system used earlier, decide if the statement is, for you, almost always true (5), usually true (4), sometimes true (3), seldom true (2), or never true (1).

Place your rating in the blank at the left of the statement. Once you have completed this process for all thirty-four statements, add together your ratings for all thirty-four statements and divide the total by thirty-four. This will give you your teaching quotient on a scale from 5 to 1.

Since teachers are intimately involved in the lives of their students and clearly responsible for the education of those students, your teaching quotient goal should be at least 4.5.

PIP Elements

1. I check to be sure that the student knows what is expected before holding him/her to the expectation.

2. I check to be sure that the student knows how to do what is expected before holding him/her to the expectation.
3. I relate new materials and learning experiences to things the student already knows or has experienced.
4. I emphasize how much the student is learning instead of how much he/she has yet to learn.
5. I give more emphasis to the student's learning well than to his/her behaving well.
6. I know at least as much about the student I am teaching as I know about the subject being taught.
7. I check to be sure that the student understands why work he/she has done wrong or incorrect when there is a problem with that work.
8. I make sure that it is easier for the student to succeed than it is for him/her to fail.
9. I do not see a student's recurring failure as justified or acceptable.
10. I understand and use what actually motivates the student.
11. I see myself as being at least as responsible as the student is when he/she fails or is less than fully successful.
12. My evaluation of the student is based as much on my professional intuition and judgment as on formal evaluation and test scores.
13. When teaching, I operate at a fairly high energy level.
14. I give more emphasis to the student's personal growth and learning than to his/her winning or achieving "high marks".
15. I use logical thinking and problem solving skills when working with the student.

16. I am calm and self-controlled when teaching.
17. I am well organized and self-disciplined when teaching.
18. I set a good example for the child in the areas of personal care, posture and grooming, language and speech, relationships with other people, *etc.*
19. I am friendly and outgoing with other people where I teach.
20. I am as courteous and respectful with the student as I expect him/her to be with me.
21. I respond differentially to small problems, medium-sized problems, and big problems that the student is experiencing.
22. I believe that I can teach and work with the student.
23. I have a strong positive self-image.
24. I like and am liked by the other people where I teach.
25. I do not let personal problems or issues interfere with my work with the student.
26. I stop to figure out why a particular problem or issue has come up before beginning to do anything about it.
27. I do not use ridicule, sarcasm, or other negative techniques with the student.
28. I assume and expect that the student will earn and will be successful.
29. I give the student the freedom to make mistakes, try things his/her way the first time, be experimental, and to just “goof off” and be unproductive at times.
30. I place more importance on my relating to the student than on his/her relating to me.

31. I spend most of my time with the student in direct teaching and learning skills.
32. I take care to be sure that the time the student spends with me is a good investment of his/her time and energy.
33. I use that mix of teaching techniques, procedures, and patterns that is most useful to the student.
34. I am well acquainted with and thoroughly understand all of the subjects and skills I am teaching to the student.

For Managers

PIP For Managers is a continuation of the PIP approach. The manager's inventory is divided into sections, with statements included in each section. The scoring procedure is the same as used before. Read each statement, giving yourself a "5" if the statement is almost always true for you as a manager, a "4" if it is usually true for you as a manager, a "3" if it is sometimes true, a "2" if it is seldom true, and a "1" if it is almost never true for you as a manager.

Each section includes three statements. Add together your self-ratings for each statement and divide by "3". This will give you an average score for that section. Once you have completed all sections, add together all of the average scores and divide by the total number of sections. This will give you a managerial quotient. Your goal should be to achieve a managerial quotient of at least 4.5.

Although the inventory is intended for managers within organizations, it will also be useful for individuals who manage families, community organizations, and small groups. It will be also useful for those who wish to evaluate individuals in managerial positions.

You will note that the first six sections represent managerial priorities, while the last seven sections represent managerial processes. It may be useful for you to calculate your sub-quotient for the combined "priorities" area and for the combined "processes" area. This will help you evaluate your managerial strengths both in terms of assuring organizational priorities and assuring that the necessary processes are occurring that will lead to actualization of those priorities.

I. Priorities

1. Cooperation

- A. I am clear with myself and with my associates about what I want and expect.
- B. I pitch in and work with my associates.
- C. I do everything I can do to be helpful to my associates.

2. Loyalty

- A. I value being part of our association.
- B. I hang in there and deal with the ups and downs.
- C. I have faith in my associates.

3. Caring

- A. I am proud of my associates.
- B. I involve myself with my associates.
- C. I am supportive of my associates and their activities.

4. Sharing

- A. I regularly talk with my associates.
- B. I am open and up front with my associates.

C. I give it my best shot with my associates.

5. Respect

A. I listen when my associates are talking or trying to express their ideas or opinions.

B. I am patient with my associates.

C. I am accepting of my associates as they are.

6. Trust

A. I am comfortable with and encourage a give-and-take relationship with my associates.

B. I do not approach my associates by blaming or accusing them.

C. I depend on my associates to be there and to do what needs to be done.

II. Processes

7. Direction

A. I keep my commitments to each of my associates.

B. I try to influence instead of directing or controlling the activities of my associates.

C. I generalize and emphasize positive criticism while being careful to be very specific about and to minimize negative criticism.

8. Action

A. I understand the needs and interests of my associates.

B. I set consistent expectations for each of my associates.

C. I am gentle but firm with my associates.

9. Attitude

A. I individualize my approach, relationship, and expectations for each of my associates.

B. I am flexible enough to respond to the needs, interests, and priorities of each of my associates.

C. I emphasize and facilitate the satisfaction of each of my associates.

10. Association

A. I assure that each of my associates receives acknowledgement and recognition within our association.

B. I accept fluctuations in the attitudes, behavior, and performance of my associates so long as the fluctuations are not too extreme or disruptive.

C. I give as much emphasis to the association's adjusting to each associate as to his/her adjusting to the association.

11. Engagement

A. I assure that each associate interacts with her/his associates and that they interact with him/her.

B. I convey my interest in each associate directly to him/her.

C. I encourage each associate to be experimental and to suggest new ideas and approaches.

12. Modulation

A. I tolerate a fairly high level of ambiguity and uncertainty from my associates.

B. I simply absorb most intense or acute dissonance while accepting some mild, scattered dissonance within the association.

C. I actively resolve real problems, recurring or continuing dissonance, or difficulties that come up involving specific associates or situation.

13. Modeling

A. I personify or exemplify association priorities.

B. I project positive and constructive images within the association.

C. I articulate and give expression to concepts and ideas that should lead our association.