

Discount of Person, Meaning, and Motive

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ABSTRACT. There are three types of *Social Level* discounting that can interfere with bonding and intimacy during relationship building - the Discount of Person, Meaning, and Motive. These can be a block in any friendship, family, romantic or business partnerships. They discount in others the OK potential of *who they are, of what they say, and why they say it - and what they could be.* The same discounts of personal worth, potential and hope will also apply internally in the transactional relationship with oneself at the Psychological Level.

A. Discount Of Person

"What can we know, what can we see, when error chokes the windows of your mind." Sir John Davies (Grossart, A.B. 2012).

"Know yourself, presume not God to scan, the proper study of mankind is man." Alexander Pope (Applebaum, S. 1994).

This is a paper written in the style of Eric Berne's *Social Level TA*; in other words, it is all about observations of what people do with each other and why. As Pope recommends above, this paper is about *"the proper study of mankind"* with his other focus on *"know yourse.f"* What Davies recommends above, concern is with *"when error chokes the windows of your mind."* We deal here with errors in knowing people when they discount each other as human beings.

Prior discounting theory in transactional analysis has been on *Psychological Level TA*, models developed at the Cathexis Institute; the *passive behaviors* in problem-solving that discount *stimulus, problem, significance, solvability, and self* - or others capacity to solve the problem. (Schiff, A. and J. 1974) (Mellor, K. and Schiff, E. 1980).

The focus here is on *four observations of people*, and combinations thereof, of what you like in them in the way of the their (Head) thinking, (Heart) feeling, Gender and Work qualities, those qualities charted out the Discount of Person Matrix in Figure 1 below. The paper later deals with the communication process that interfere with relationship solving barthe discounting of the OK *meaning* of what someone says and discounting the OK *motives* of why they are saying it..

Transactional Analysis was created by Eric Berne to introduce the hard medical systems he learned as a physician into the soft psychological systems prevalent in the psychoanalytically oriented psychology of the day. The medical rules he followed required real-time observation, measurement and proof, all well thought out to their reductionistic end point using Occam's Razor Law Of Parsimony- the scientific standard in the wider world of science for five centuries. The scientific diagrams of the medical profession Berne introduced it to TA were diagrams, lists, charts, graphs, and formulas, and written up in easy to read layman's language.

His circle of trainees in his 1960s 202 seminar followed all his rules and examples which included the *Egogram* (Dusay, J. 1972) that placed intuitive observations of Ego State into *five-part graphs*, and the *Drama Triangle* (Karpman, S. 1968) that created a *three-cornered diagram* for illustrating the three roles played during games. The *Discount of Person* of this paper is a *four-part matrix* offering a place to organize four common social readings of the most OK *desirable qualities* in people.

DISCOUNT OF PERSON, Figure 1. The classic Leonardo da Vinci circular drawing of a man is expanded into sections to graphically represent a persons mind, heart, gender, and work, with a negative X mark representing the discounting of those qualities from dislike all the way down to disgust, and the positive √ mark acknowledging and treating the other person with from Liking all the way up to awe. Reading across the four horizontal rows are the four qualities:

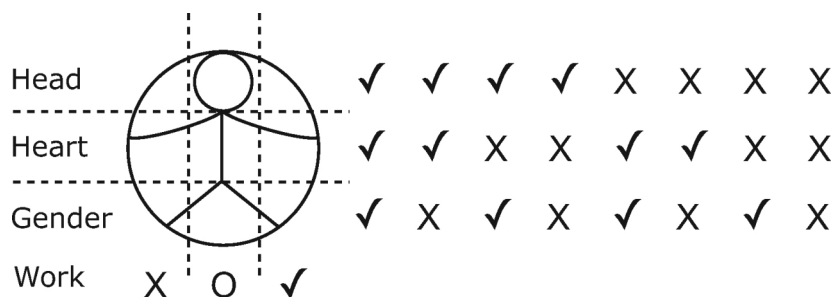


Figure 1
Discount of Person
The Social Discounting Matrix

(HEAD √ or X. (for thinking - intelligence and problem solving). Discount Of Brains. In these horizontal rows, the check marks (√) represents the automatic positive assumption that there will be intelligence, thinking and useful information and discussions from the person you are talking to. The (X) mark indicates the negative assumption that these are missing and the person is incomplete. These √s and Xs can also apply to one's evaluations of oneself and the world.

HEART √ or X. (for feelings - kindness and warmth), Discount of Heart. The check marks (√) represent the automatic positive assumption of passion, sensitivity, caring, praise, reassurance and forgiveness in your experience with the person you are talking to. The (X) mark indicates the negative assumption that these are missing and the person is incomplete. These √s and Xs can also apply to one's evaluations of oneself and the world.

GENDER √ or X (for sexuality - gender, attractiveness), Discount of Sex and Gender. The check marks (√) represent the positive assumption of the welcome and beneficial differences of gender in others including the best of masculinity and femininity, and gives the other person the benefit of doubt by relating to them socially as they expect. The (X) mark indicates the negative assumption that these are missing and the person is incomplete. These √s and Xs can also apply to one's evaluations of oneself and the world.

WORK √ or X (for work - skill and willingness to work). Discount of work. In the vertical side columns, the arms and legs represent work. A (√) mark represents the willingness to work productively without reminders and delays, and working at high standards with clear contracts and agreements, and to complete the work on time including clean-up and a call-back. It includes offering detailed praise for the work - but also accepting as OK what someone honestly *can and cannot do*. The (X) mark may also be a hired worker or a spouse refusing to do the expected work around the house, or go out and get a job. These √s and Xs can also apply to one's evaluations of oneself and the world.

WORK 0 The center column is of a full "non-person" at work and read as a Zero (O). The person is seen as a blank and invisible. It's called a "furniture" reading, no reaction to them.

The (0) will go unnoticed and not receive favors or praise for their work that others may receive. An (0) also could be a reading on a stranger on the street that you have no reaction to and they have no reaction to you. If there is building up of a dislike of the person at work -all the way up to their entire existence being hated, replace the (O) with an (X!). If there is admiration and respect for the full worker as a human being who is universally welcomed as a teammate, they are marked with a full body (√!). These Os,√!s and X!s can also apply to one's evaluations of oneself and the world.

ONE-DIMENSIONAL STEREOTYPES. Let's look now at some complex readings in figure 1. The diagram can be used to expose common one-dimensional stereotypes reading as just a single √ and the rest Xs.

(X X √) = all men want is sex

(X √ X) = all women want is love

(√ X X) = all nerds want are computers,

We can add in the Work factor

(X X X √) = all big guys are only good for helping me move to a new apartment.

(√ √ √ X) = all women are wonderful but they make too many mistakes *so who needs them?*

"THE FULL HOUSE STEREOTYPE." This is four-level stereotyping with either all Xs or all √s. Contrast the readings by a Pessimist, and an Optimist:

PESSIMIST

X all people are stupid
X all people don't care
X all people are unattractive
X all people are lazy

OPTIMIST

√ all people are brilliant
√ all people are loving
√ all people are beautiful
√ all people are helpful

THE DISCOUNT COMBINATIONS. There're many possible combinations. A stereotype of X√√√ could be applied to a reading of a *hard worker with the Mindlessness Script*. The opposite stereotype of √√√X could be applied to a *lazy loving person dismissed as a flake* by being too changeable and terminally unreliable.

Some people don't escape their stereotype; or they contribute to it; or they trap others to contribute to it by the needs of their script. If someone has a grudge they won't let go of the stereotype of the other. The eight total possible combinations were reflected in the original name of the diagram of "*Double Discounting Octanopia*" - eight (Octa-) ways of being blind (-nopia) to the potential in others including work - and self.

SOME COMMON DATING STEREOTYPES. Let's pick some examples from singles' dating scene where *snap judgments* may quickly end relationships that could have been promising if the people put in the work. From a singles' group:

√ √ √ = He saw his blind date as intelligent (head √), warm (heart√) and sexy (gender √). He is happy. It was love at first sight and he gave her "unconditional positive regard." But love is blind, was he "too optimistic?" He never thought that changes could occur in that perfect relationship. Did that come later?

√ √ X = She saw that same blind date guy as knowledgeable (√) lovable and funny (√) - *and too romantic!* - and she assumed he would be too pushy sexually. From her past experiences she could not handle men who were like him and she won't go out with him again. Her non-winner script called for her to "settle for less." and avoid the memories of the childhood sex abuse she discussed later in therapy.

$\checkmark X \checkmark$ = Another woman on a blind date could only be physically attracted to intelligent unattainable *men of distance* who could express no feelings (heart X). This one was more attracted to his computer, the apple of his eye. This was a familiar challenge to her because she could never please her self-absorbed father. In her Sisyphus "Over and Over" script, she hoped that if she would just "Try Hard" to "Please Him" for a year or two, the boyfriend would eventually warm up some day and give up his "career nerd" script living in his family basement. Well, he never did warm up, so after a year of "Try Hard" she moved on to another *Try Hard* project, always with intelligent men who were her projects needing Rescue.

$\checkmark X X$ = He complained to her "you only love me for my mind and not my body." She wanted him for that dreaded male "F" word = "Friend." She was a Snow White finding her Seven Dwarfs. He felt used and didn't want that neuter deal. He recalled a Rodney Dangerfield complaint on stage, "My mother wouldn't breast feed me. She said she only loved me as a friend."

$X \checkmark \checkmark$ = No, he didn't seem very smart (head X) but was the sexy "hunk" (gender \checkmark) she always wished for and he was very kind to her (heart \checkmark). She was the brains of the relationship and the very successful breadwinner in the family, so he rarely worked. When she wanted him to get a job he could always out-talk her with clever excuses. Maybe he was smarter than she thought he was.

$X \checkmark X$ = He was never attracted to her physically (gender X). She was such a warm loving woman (heart \checkmark) she felt she had no need to risk exposing her intelligence (head X). But she had a "big heart" and that felt good and somehow they got along. Her role in her alcoholic family growing up was to play the classic "mascot" and "hero" role and the Rescuing "peacemaker." That suited him fine. She was a very loving woman to him but couldn't understand why there was no sex in the relationship. At work she always made the coffee and loved helping people.

$X X \checkmark$ = She complained "You only love me for my body and not my mind." but he quipped "If you had a mind, I would love that too!" She smacked him. But she hid her mind from men. She overplayed the "sexy" teaser stereotype and overemphasized her looks because the easy strokes were there and she would feel insecure without that. She complained that people did not take her seriously at work; they labeled her as "cutesy." Men saw her as a one night stand, found themselves bored in the morning, and didn't call back. She didn't figure out why (Head X).

$X X X$ = He was a sullen date who discounted all the people in the world as being defective "losers." He discounted their redeeming qualities. So much unhappiness was unnerving to his blind date and she declined further dates. He saw others through the stereotype of "XXXX". He put them down. They were not worth getting to know. Why? His absentee alcoholic parents continually neglected him. In his defense, he eventually made a stay-away "Don't Be Close" script decision as a child.

He was able to work for just a year (add a temporary \checkmark for work) but he was too negative, creating dissension and division at work and the boss had to fire him. He became homeless. He stopped working (a X for work now). He slipped into a "I'm Not OK, You're Not OK, They're Not OK" position; a "full house XXXX" just the way his parents treated him, and the script went *full circle*.

WORK STEREOTYPES. Let's take a closer look at the Work row beneath the figure. If someone works they get an added (\checkmark), not working gets them an added (X) . Some examples of each;

$\checkmark\checkmark\checkmark\checkmark$ = the hardworking OK person. The teenagers did their chores and were praised and rewarded generously.

$\sqrt{\sqrt{X}}$ = the non-working OK person. She loves her husband but can't get him to go out and find work. To remain in love, and for the children, and for the house, she believed his excuses.

XXX $\sqrt{\quad}$ = the hardworking non-person. This distant manager expects hard work but never gives praise because of assumptions the staff will goof-off and steal the pencils.

XXXX = the non-working non-person. The homeless person seeks attention but is ignored

TOP TEN USES OF THE DISCOUNT MATRIX.

This Matrix is used for knowing what combinations you are projecting onto others and what they are projecting onto you, accurately or inaccurately, spoken or unspoken; these perceptions affect the hopes and disappointments in the communications process during relationship building. *Some uses are:*

1. As a Discount Matrix. Use the readings to accept, compromise, tolerate, avoid, change, overlook, bypass, sympathize, or move on. Discuss it with the person to lessen the importance of the (X)s and to appreciate better the ($\sqrt{\quad}$)s that balance everything off, and hearing what they have to say about you.

2. As A Reality Testing Matrix. Know who you are talking to and the you they are talking to. In TA, know the Egogram of who you're talking to and the PCM personality type and Drivers of who you are talking to - are they a Thinker with a Be Perfect driver, or a Dreamer with a Be Strong driver? And know who they they are talking to.

Use the matrix in a group workshop exercise to test your readings against others' readings. Get positive support when your intuition's match those of majority. Some people don't believe they have intuition until they check them out with others. Others act on false intuitions without being aware it is happening and this affects their choices.

3. As a Hope Matrix Know what your "ideal" is in other people and in yourself. Is it realistic. In romance are you at "7" expecting to score a "9.5." Which characteristics are the most important - *or are all four the most important?* Have you set up plan to find the ideal person and you become the ideal person for them? Those can be contracts in therapy. Are your communication skills for conflict resolution based on hope or do you need to become better at it to get what you want in and business life.

Snow White sang "*Someday My Prince Will Come*" assuming he will be a $\sqrt{\sqrt{\sqrt{\sqrt{\quad}}}}$ - and of course he was. This can be your fairytale dream of what you wish others will be able to give you as perfect partners, friends, and coworkers, or what your idealized family could be someday. Do you need to brush up on your social skills of Head ($\sqrt{\quad}$) and Heart ($\sqrt{\quad}$) to get what you want? It would be more difficult if you are fighting A *Don't Want* script decision. The power of dreams can drive the triple steps necessary to change your life in "*Make Your Wildest Dream Come True*" (Karpman, S. 1985, 2019 collected papers).

4. As a Self Awareness Matrix Know that the four readings that you are making on others they are also making on you. Can you accept those readings by others and adjust for them? Do you have the good in you and the bad in you well memorized and balanced knowingly on the Adult Scales (Karpman, S. 2012 p75) to ward off defensiveness when new criticism surprise you during communications.

There are many TA tools for self-monitoring such as knowing which ego state is talking, knowing which Egogram is showing, knowing which Discount is starting a game, knowing which Driver is reinforcing the game, and knowing which script decisions are

directing the game? Sometimes people send out heavy second and third degree signals the game of "Kick Me."

What is your responsibility in accepting the feedback of others. What do you do with the readings you receive? You can accept the feedback, or at least some of it, using the 10% solution - *10% of anything a person says to you is true and 10% of the world population would agree with them. And 10% of anything a person says to you is false and 10% of the world population would agree with them* (Karpman, S.. 2014 p98).

5. As a "Kick Me" Matrix. Are you unknowingly sending out self-defeating signals for a transactional game of "Kick Me" or "You'll Have To Take Me As I Am?" What projections are you attracting from other people? How do you do it? If it is happening what is your magnet? If it turns out that you hang a "Kick Me" sign on yourself, get rid of that sign.

Do your drivers attract unwanted transferences, or paranoia, or worse, absorb bad Karma from another's dark past? What reasons why do you assume, as opposed to what actually happens? What does your feedback tell you? The answer should come out clear and group therapy and with a contract in individual therapy The world takes you at face value. It is not who you are people say, but what you show to others.

6. As a Stroking, Pride, Appreciation and Benefits Matrix.

As a Stroking Matrix, which of the four qualities do you stroke most often in others? How do you encourage them to be the best they can be? What do you not stroke and not recognize daily in others? Do you notice what people want stroked that you might have previously been discounting?

As a Pride Matrix:

Ask "Are you proud of these four qualities in your partner and do you stroke them enough?"

Ask "Are you proud of these four qualities in yourself and stroke yourself enough?"

Ask "Is your partner proud of your four qualities and stroke them enough?"

As an Appreciation Matrix. Which of your qualities do you want strokes for? Do you savor and fully incorporate the good ones that people spontaneously give you so that you feel better about yourself? Do you show appreciation when you receive those strokes, if so, then they will be more likely to give more of those the future.

As a Benefits Matrix. Count your blessings. Do you know the advantages and possibilities and benefits you receive from the other person - and tell them that? What can you develop more fully in yourself so that you can offer more benefits to others who know you? Getting yourself "well-rounded" will give more benefits to your partner and others to increase your welcome in more arenas.

7. As a Partner Matrix. At home, look at your partner sleeping or reading a book in a chair - what do you see? When your partner glances at you, what do they see? The chart can be used in a couple's exercise in a safe setting where each person does their reading of the other and the reading of themselves. Then they practice a more sensitive way of sharing, and get better at it each time, where discussions of new and old issues, and even trading stamps, can be cleared up, then they both end up positively with relief, with a thanks, smile and a hug.

The sharing is better when the *Five Trust Contracts For Couples* (Karpman 2014 p200-203; 2019) are in place between the paired OK ego states.

Between the CP+s, The New Collapse Contract,

Between the NP+s, The Protection Contract,

between the A+s, The Openness Contract,

Between the FCs, The Enjoyment Contract,

Between the AC+s, The Flexibility Contract.

8. As a Liability Matrix Have you as a Rescuer done a Liability Matrix on your partner, or on yourself as a partner? Are you Rescuing a partner or friend who is endlessly playing the Victim role in a situation that has permanently gone bad but you don't have the clarity to

justify a long-overdue quit that may be best for both people? You hold out hope, perhaps there is a chance to work it out. Use it as a *Choice Matrix* to decide who you do want and you don't want in your life, and if they really don't want you. But first discuss the readings for trading stamps that can be cleared up with honest communication, and if there are known script reasons behind it.

Have you done a Liability Matrix on your place of employment where you are not happy but don't think you should be quitting. Is there a dysfunctional game going but you don't know the escapes? (Karpman 2014 p176-178).

9. As a Psychotherapy Matrix. A scan of the chart and the discussions that follow can set up a workable contract for therapy. These could include decontaminating the Adult of delusions and prejudices, classic social level game analysis with the half dozen or so advantages for the games explored, redeciding underlying script decisions, the discounting of problems and solvability with passing behaviors, and deep cathartic work with resolution of transferences, among many others.

10. As a Workshop Matrix. In an educational session the diagram immediately conveys the impression that individuals have depths, and their needs are varied, how easy it is to misread others, but people-reading can be improved with TA training. Private, organizational, scholastic, or rehab workshops present an educational opportunity for didactic learning combined with designed practice sessions with group intuition exercises where one can sharpen their intuition skills by checking out their feedback with others.

In the theory sessions one goal would be to learn the difference between Adapted Child intuition (false readings to advance the script); as opposed to Free Child intuition (game free readings are more accurate from the Natural Child).

People can learn about the limits of Child intuition from two intuition games, the "I've Got Perfect Intuition" game corrupting the Adult with grandiosity (Free Child contamination), or the "I Can't Ever Trust My Intuition" game (Adapted Child contamination).

FC intuitions can be inadvertently blocked by each ego State.

CP- Cultural stereotypes and hard-nosed skepticism

NP- Rescuing others with what they want to hear

A- Left brain information blocks the right brain intuition

FC- Natural Intuition (intuition is different from ESP "knowing")

AC- Paranoia. projections, transference's and suspicion

Adult contaminations which are believed to be Adult fact are illustrated in the contaminated Adult Ego State diagram in Figure 2 below (Berne, E, 1964). The Parent contaminated Adult gives false prejudicial readings there are believed, and the Child contaminated Adult has unrealistic fears, illusions or delusions, depending on a first, second or third degree attachment to the idea.

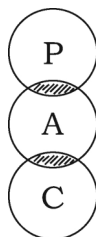


Figure 2 Ego state contaminations

How do you see yourself and how do others see you? Find out who you are - and seem to be - and what you can be. Use it to monitor yourself with it just as you would monitor your ego states and drivers in the company of others.

In workshop training exercises, use it to find out what signals you are sending out to others - or not sending out to others, and why. The discussion of that would include questions of what you won't allow others to fully see in you and why, and what do you over-emphasize to cover that up? Know what is there and what is not there.

For small group exercise, printed handouts of the matrix can be given out. Participants, one by one in turn, will speak for two minutes. Then each person fills it out on each other by circling the \checkmark and X series that seems applicable, and discuss it.

Use it as a teaching diagram for the four fields of transactional analysis - *Psychotherapy, Organizational, Counseling, and Educational Fields* - to demonstrate that people have sides to their personalities and all those sides are important to them and need to be recognized, and their own effectiveness can be increased by developing those sides in themselves. As a problem solving matrix it can be used in business relationships for successful training of salespersons or planning organizational strategy to educational meet the needs of their clients. Similarly this would apply to counselors and teachers for understanding their variety of students. And when you are reading them - *they are reading you*.

Treatment summary. As described previously, in therapy and training, the Social Discounting Matrix, or Discount of Person, is used to understand one's discounting patterns that aid or discourage positive relationship building; how and why social discounting defends against relationship intimacy and attachment; and what to do about it. Knowledge is useful in controlling and improving stereotype awareness and improving trust in intuition by practicing correct vs incorrect intuition with group feedback in workshop exercises.

Group therapy, couples and family therapy, and workshop exercises give useful feedback and a chance to discuss and practice accurate readings with others.

Intensive individual therapy can decontaminate Adult prejudices and illusions; redecide early childhood script positions; resolve the transference games, and develop an understanding of how discounting advances the payoffs of games and scripts, among others.

B. Discount of Meaning

In *Discount of Person* in Section A, multiple combinations were identified to the variety of ways that people can discount the qualities and identity of who a person is, as well as the potential of who they can be.

After the discounting process is done, one may be left with the discouraging feeling that a) they cannot love that other person whom they have recently falsely discounted; or b) their "true self" is not loved and understood and it is too much of a hassle to clarify that; or c) they discount their own worth to the point of feeling unlovable and inadequate, and then make themselves unavailable for further closeness. Discounts interfere with motivation and desire to begin the problem-solving process that is needed. This next section deals with what to do about the communication of ideas and information - The "Head" for thinking in the diagram.

The next step is for problem solving and to fully spell out the problem and put it on the table for Adult discussion. The listening and conversational skill of each person then is brought into play. Can someone ask for enough time to get across the full OK *meaning* of what they did and why, what they can and cannot do, what they want and don't want, who they are and who they are not, and how they feel about themselves and the other? Conversely they would also invite, listen and understand the meanings of what the other person has to say of who they really are and what they do.

Conversations take time. Will you be allowed to have all the time that is needed? Will you be cut off almost before you start? The *Information Iceberg* is used to illustrate that

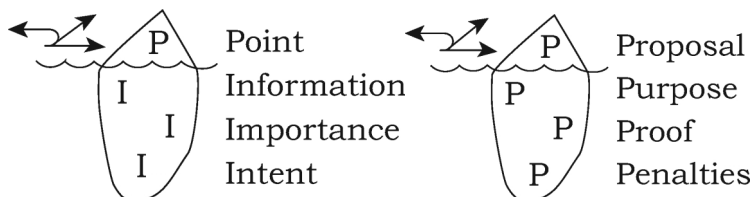
there are four levels of understanding that may be needed and suggests the time that it would take to get a full resolution during relationship discussions.

From the list of the four qualities previously studied in Section A, *Head, Heart, Gender* and *Work*, we will shift focus with this *Section B Discount of Meaning* to the HEAD for allowing deeper communication of content: the ideas and thinking that can facilitate bonding. Then in the following pages after that in Section C, *Discount Of Motive*, the focus will shift to the HEART in feelings and trust during intimate communication.

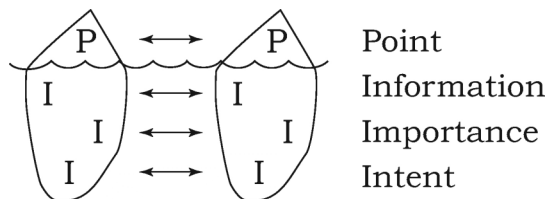
INTIMACY can be attained in many ways, among others in TA practice:

- a) In the connecting of up to all nine channels between ego states in Berne's *Relationship Diagram* (Berne 1961); or
- b) In the open and transparent sharing of every OK ego state with each other (5 + 5) illustrated by turning the *Personality Pinwheel* using *The Intimacy Formula* (Karpman, S. 2010 p237, 2014 p.218),
- c) The in-depth sharing of the full range of interesting topics discussed along a 0 to 100 scale of five 20 point advances in intensity from distance to intimacy in the *Intimacy Scale* (Karpman, S. 2010 p227; 2014 p.210),
- d) In removing the three blocks to sexual intimacy (SDD - *Scared, Disgusted, Deprived*) (Karpman, S. 2009, 2014 p239-241).

As the reference diagram we will use the *Information iceberg* below (Figure 3 a,b,c) illustrating that there are four layers of *meanings* that people want to have aired out to feel complete and getting all of their points heard during problem solving discussions that get to a level of substance and depth (Karpman, S. 2014 p103). A hurried or interrupting listener will not allow a speaker to get everything said they need to say - in other words there's a *discount of meaning* and the speaker is left feeling incomplete, misunderstood and frustrated. Some interrupting is normal.



Information Iceberg. Discount of Meaning
Figure 3a (personal), Figure 3b (work).



Information Iceberg. Discount of Meaning
Figure 3c. (Partners)

1. Discount Of Point. At the top of the iceberg (Figure 3a) is the well thought out *Point* that a person wants to get across. Then they want the time necessary to get all of their point heard with all the supporting information. They expect to be able to follow-up their point with all the reasons that validate their point but those further reasons are unseen to their listener as represented by the underwater line in the diagram. Some people hear only

the Point and don't expect any additional validating information and then switch the subject to something else as illustrated by the arrows.

MAKE YOUR POINT. Some people don't know what they're *Point* is, or don't know how to think it through to a *Point* so they just jump in at the middle of the conversation at the *Information Level*. Without a focal point for orientation it gets confusing and the conversation may go off in random directions. Some communicators don't "make their point" well, others have not yet made their point interesting. In the *Three Rules of Openness: Bring It Up, Talking It, Wrap It Up*, there may need to be an earlier step of *Think It Up* so that a clear point is formulated in advance that will grab the attention hopefully of all three ego states in the listener: *Importance* for the Parent, *Information* for the Adult, and *Motives* for the Child (Karpman, S, 2012, 2014).

HEAR THE POINT. ARROWS. The three listener arrows above the water represent three listener reaction to your point that you watch for. *The Direct Straight Arrow* connects with the point, and once inside, willing to go further down into the Iceberg for additional *Information*. Ideally he or she will repeat the Point so that the speaker doesn't have to keep repeating it. *The Angular Arrow* indicates that the listener skips off to a totally different irrelevant subject, sometimes just bouncing off a single word they might have heard. *The Curving Back Arrow* is the "as I was saying" self-involved non-listener who quickly goes back with what they were talking about in the first place, and they never give any indication that a point had been made and that the person was awaiting a reply. Each of these three arrow reactions can be discussed if the listener is commonly confronted with a second point "You didn't hear my point."

The drawing in figure 3b is an iceberg variant specific to a *work situation*. Before a crowded boardroom the employee needs to present their very well-thought-out *Proposal* for the company with charts, statistics, and brevity; and then make it very clear what is the important *Purpose* that would benefit the company. But then they have to have a lot of research and *Proof* to back up that what they are suggesting is viable and new to what the competition is doing; and then tell what *Penalties* would follow to the future of their company if their plan was not implemented.

2. Discount Of Information. The tip of the iceberg is someone's *Point* and usually they still have a lot more they want to say about it and don't expect to be quickly cut off.

TELL YOUR INFORMATION. Indicate how much you still have to say about it. Target your information to be interesting to all three ego states in the "bull's-eye" transaction. Keeping it interesting, with a contract to listen, will lessen the likelihood of you being cut off or people walking out of the room. Be willing to be interrupted in a conversation asking for clarification, or to hear another person's parallel experiences that will enrich the conversation which is the goal. Wearing a sweatshirt that says "Shut up I'm talking" will get the listener yawning or their nostrils flaring, one of the two. A couples' diagram in Figure 3c shows the goal of an easy exchange of all four levels of information by both persons.

LISTENING FOR INFORMATION. If your *timing* and the *situation* is right, people who like you, or have to listen to you, or pretend they hear you, will listen and look interested and repeat your point to give you reassurance that they are with you. They can get high marks on the three intuitive Listening Scales where you silently grade your listener on three *Listener Scales* of 0 to 100: *I Care*, *I Listen* and *I Change* (Karpman, S. 2012; 2014 p183-186). For example you may give your listener a reading of 80, 50, 0 (they *Cared*; sort of *Listened*; won't *Change*). Others, with a 0, 0, 0, don't care about you the speaker, don't care about the information you're giving them and give no indication that they would change based on anything you said and you may see on then the *Bad Listener Sweatshirt*:

"I don't care what you say." Others discount the person (HEAD) exemplify the quote "Hysterics act as if the other person doesn't have reasons."

Ideally the attentive listener would give you your full *S.E.V.F. Listeners Loop: Strokes (maintains the relationship), Encouragement (maintains the channel of communication), Validation (maintains the credibility) and Follow-Through (maintains the purpose)*. (Karpman, S. 2012, 2014 p247-250) which would invite all future discussions and easy problem solving in relationships..

3. Discount Of Importance. Sometimes a person feels their point is important so they must get the other persons attention to let them know their point is important, and prove why it is important, and they will need some time and feedback on it. A caller on a radio talk show will first say "I have two points I want to make" and then they'll get the time to say them, otherwise they may be cut off after a minute or two. If a person is thinking of quitting work or ending a relationship, with all respect they need to let the other person know that the discussion will be *Important*, and the listener needs to get quality time and quality feedback.

DELAY. Sometimes a person may not have thought things through yet to realize that it is important and they me have to bring it up again at a later time when they can do a better job. Or they may be hesitant to bring it up at first for variety reasons.

THE DOOMSDAY TOPIC. Conversely, the listener may not want to deal with that point because it's too important and it might lead to conflict. Someone in the Victim role may be afraid of the subject and the Rescuer may need to avoid the subject to guard the peace. Sometimes it is recommended to initially get a *Listening Contract* or a *Change Contract*, that you have something to say and you want to know if the other person is willing to talk about it then or later. Sometimes "Doomsday" subjects are too important and they always get avoided. Some couples may avoid any communication because it could lead to a divorce.

4. Discount Of Intent. The bottom of the *Information Iceberg* can be shaped and pointed down like a drama triangle with the three roles (+ or -) of Persecutor, Rescuer, and Victim filling the corners to represent concerns of why the communication is happening. A person with a PTSD family background may react defensively to everything like a Victim fighting off a Persecutor and never remember anything important discussed afterwards. However, the topic introduced may actually be an invitation to a game, hence the use of the drama triangle in the *Intent* area. All corners of the drama triangle can also be used in the positive manner seen in the *Compassion Triangle* below..

In difficult situations it is necessary that the *Intent* be clear in advance to avoid the assumption of attack. Perhaps all that would be necessary would be just a few reassuring introductory sentences, such as "I love you and I know this is a sensitive subject but..." If there is good it would even be better if the shared "*Five Trust Contracts For Couples*" are in place, for the CP+= *The No Collapse Contract*, NP+= *The Protection Contract*, A+ = *The Openness Contract*, FC+= *The Enjoyment Contract*, and AC+= *The Flexibility Contract* (Karpman, S. 2014 p200-203).

Without communication skills or clear contracts and if a taboo subject is too *Important* and the *Intent* isn't clear, four games from *Games People Play* could erupt to ruin the conversation: *Furthermore* with too much information, *Archaeology* of digging up the same old stamps, and possibly *Blemish* with everything leading up to *Uproar* (Berne, E. 1964). Some latent Discount of Persons may emerge in that scenario and that would need to be cleaned out too.

The *Intent* will be covered more fully in the next Section C using the *Drama Triangle* and the *Compassion Triangle* for clarification of the role of the Heart = feeling in the *Discount Of Person Matrix in Section A*.

Section B has dealt with problem-solving with the focus on the HEAD, *Content*, the information of *What* you want to have heard. The next Section C focuses on the HEART, *Process*, feelings behind *Why* you want to be heard.

C. Discount Of Motive

DIAGRAM. Next will we will look at a discounter's three *Motives* for playing a communication game, games that could be a smokescreen to conceal true feelings.

However, instead of using the older Drama Triangle which exposed *Who* the players are in the game, we will use the newer *Compassion Triangle* which exposes *Why* the players are playing the game - the three *Motives* for playing games, games that appear to replace honest communication which people are less skilled at. Games arise from *three evolutionary level survival based instincts illustrated by the Darwinian triangle* (Karpman 2014 p162-166) and are automatic during stress - and easier to do than learning how to communicate authentically.

For this we will use the same underwater analogy of the above information iceberg by drawing an inverted submerged *Compassion Triangle* to illustrate that what is underneath the water is not seen or expected (Figure 4a, b, c) but may or may not bob up later in the switches the game. The sunken triangle exposes hidden motivations *during a game* so they can be brought out and become talking points during problem-solving to remove discounts.

The *Parentheses* around the roles indicate the flexibility and changeability and that the roles can be positive or negative, known or unknown, open for discussion or closed for discussion. They too can represent cons, hooks and payoffs during a game, payoffs that could be first, second, and third degree and reach titanic proportions.

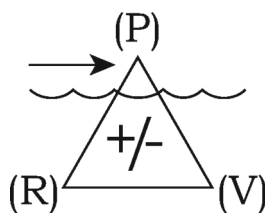


Figure 4a.

The Submerged Compassion Triangle

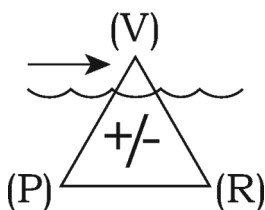


Figure 4b

The Submerged Compassion Triangle The Submerged Compassion Triangle

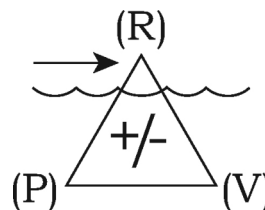


Figure 4c

EXAMPLES.

(Figure 4a) *Persecutor on top.*

1. In a workplace example, the "Helicopter Mom" was avoided as a busybody Persecutor, but secretly she is a Rescuer helping a struggling new employee so she won't get fired, and secretly a Victim too because of her worry about the failing new employee, but even worse, if that office doesn't meet production requirements under her watch, she could get fired. But no one forgave her in those roles because her Rescuer and Victim roles were submerged and underwater.

2. In a home example, a father (P-) could be yelling at a child who stayed out too late - with the mother quickly coming in with the Rescue (R+) of the crying child (V+). But the mother may also be a hidden Persecutor (P-) by making the Dad look bad and splitting him off from the family, and supporting the child's (V-) misbehavior

But the father, with OK assertion (P+) could need to make his point strongly because he has recently heard of dangers in the neighborhood. So he is then a hidden unsuspected OK Rescuer (R+) and an unappreciated and misunderstood victim (V-) of the family who is falsely accusing him of heavy tactics. The Child may actually be a rebellious troublemaker (V-) playing the game from *Games People Play* of "Let's You And Him Fight" in a mischievous three handed game with the parents.

(Figure 4b) Victim on top.

1. In a family example, this could be a classic game of the Child being the *Identified Patient* (V-) in a dysfunctional family. But secretly the child functions as an underwater hidden Rescuer (R+) in his/her role as a "lightning rod" sacrificing themselves to siphon off the dysfunctional anger in the family, and thereby keeping the family together and not getting mad enough at each other to split up.

As a hidden underwater Persecutor (P+) but seen as a (P-), the child will keep escalating the game each time the family therapy sessions begins to change, because protecting the family integrity was the number one interest in this martyr Child (V+).

As the identified patient *all four discount of person roles* were applied - the Child was treated as an XXXX of attributions, while the family portrayed themselves as all $\sqrt{\sqrt{\sqrt{s}}}$.

(Figure 4c) Rescuer on top.

1. In a classic alcoholic family example, we can look at the hidden roles of the codependent Rescuer in the home. She is the classic Codependent covering up for her alcoholic husband (P-), she buys his alcohol, phones his workplace to make his excuses, puts on a brave face at her bridge party, tells her children the daddy is OK. But secretly she is a Persecutor (P-) keeping him dependent on her Rescuing so he can't figure it out for himself by going to AA. Secretly she is a Victim (V-) by staying trapped so she can't create a life for herself, and a (R-) to herself by being in denial and lying to herself.

2. In a sports example, a famous athlete gets a contract for millions of dollars and becomes a lavish spender for all his friends and entourage (R+) but secretly he is depriving his family of his presence and riches (P-) and eventually he becomes almost penniless and loses his family respect (V-) but with kindness his friends, family and church comes to his side to help him (R+).

INSTINCTS. In summary, we have been planning a way to intelligently and compassionately look at the many different sides of every issue. But in the process we are working against other instincts in negative memories, experiences and emotions that in certain circumstances can bring on an *adrenalin fight state* where the primitive mind necessarily is on dispensing with the attacker with no interest in understanding oneself or understanding the enemy - unless it is to find a weakness to exploit. This adrenaline can surface in second degree game and comes out in arguments where the goal is to win at all cost instead of exchanging information fairly for mutual win. The lesson here of the *Compassion Triangle* is to wisely know that there are three different sides of every issue, instinctively derived, with variations to always consider. This can lead to a goal that with

practice can lead to an automatic use of the extended Compassion Triangles, called the Wisdom Triangles (Karpman 2014 p115-121).

Biography

Stephen B. Karpman, M.D. is a Teaching and Supervising Transactional Analyst and was twice vice president of the ITAA serving on the Board of Trustees for 11 years. He was a close colleague of Dr. Berne, attending his Tuesday night seminars weekly for 6 years, and is one of the grandfather founding members of the ITAA. He was the first editor of the Transactional Analysis Journal and has 35 transactional analysis publications and was twice the winner of the Eric Berne Memorial Scientific Award, once for the Drama Triangle in 1972 and again in 1979 for Transactional Options. Dr. Karpman teaches widely across the United States and abroad. Academically, he is an Assistant Clinical Professor of psychiatry at U.C.S.F., which is in San Francisco, where he also has his private practice. His articles, many out of print, are available on his free web site at www.KarpmanDramaTriangle.com . All comments to this article are invited by e-mail at egostates@aol.com or on the web site. Graphics drawn by his son Eric Karpman at www.EricsGraphics.com.

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