

# GOALS OF BEHAVIOUR

*Understanding Human Misbehaviour*

*Every Behaviour has a purpose*

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***HELP IS ON THE WAY***

*Be free to choose your own path  
Work hard and avoid showing wrath  
Obey the laws be honest and fair  
Make friends but be aware  
Of charmers and fools  
Reckless abusers of rules*

***HELP IS ON THE WAY***

*Be cautious of people who lead  
Avoid treachery and greed  
Hold your ground  
Seek counsel when you're hurt and bound  
Don't be discouraged by lack of will  
Comfort the sad, lonely and ill*

***HELP IS ON THE WAY***

*GGE*

## AUTHOR

After obtaining a Bachelor of Education from the University of Calgary in 1969, George Ewashen began his teaching career in Calgary, Alberta in 1969. He taught elementary school students in the public school system till 1978. Along the way, he acquired a diploma in Educational Administration, a diploma in Educational Psychology and a master's degree in Educational Psychology by 1982.

He began a new career, with the Calgary School Board in 1978, as a behavioural consultant (Visiting Teacher). He had this position till 1983. Later that year, he took on a new role and position as a special education teacher / psychologist at the Calgary Behavioural Intervention Centre. Here, students from the Calgary Public School system were assessed, counselled, and taught. After a few months of interaction with the students, recommendations were given to their parents, teachers, and administrators. Then, appropriate placements back into the community were initiated.

For four years, in a continuing education class, George taught parents how to respond to their children's misbehaviour.

His career, with the Calgary Public School system, progressed with many positions in teaching, counselling and consulting. All these positions involved helping students, teachers, counsellors, administrators and parents understand misbehaviour.

## DEDICATION

*This handbook is dedicated to the many people who feel excluded and misunderstood.*

*Be aware!*

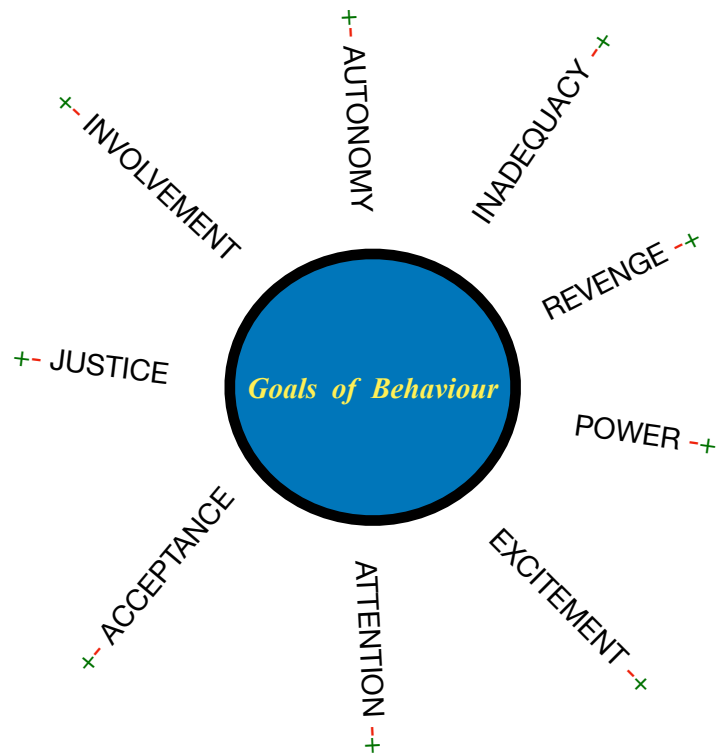
*Life improves when others show you encouragement, respect, and understanding.*



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*Every Behaviour has a purpose*



*George G. Ewashen*

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*It is the author's desire that you use this handbook to help yourself and others!*

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All facial images are of the author

" Help Is On The Way " and " Only Time Will Tell " are poems written by the author

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## INTRODUCTION

*“ The psychic life of man is determined by his goal “* (Adler, A.1957, p. 29).

For the purpose of this handbook, a **GOAL** is defined as a *direction or a striving towards a desired objective*.

Throughout this handbook, my thinking has been influenced by the work of Alfred Adler, Rudolf Dreikurs, Don Dinkmeyer, Pearl Cassel, Carl Rogers, Richard Farson, Carroll Thomas, Elisabeth Kubler-Ross, James Pennebaker, and Sven Wahlroos. With their work in mind, and after 43 years of teaching, counselling, observing students and adults, I believe that the nine selected **Goals of Behaviour** have a positive and a negative aspect to them. They can be constructive or destructive in nature.

**All behaviours have a purpose or a goal** (Dreikurs, R. and Cassel, P.1974 ). In other words, *thinking takes place before action. The thinking may be flawed or illogical and as a result the action or behaviour appears inappropriate.*

It seems that the Goals of Behaviour are rare in pure form. Most human beings operate with two or more goals at the same time. Behavioural goals can change quickly from one situation to another.

Over time, one can develop a trend, theme, or common operational style. Embedded and long-lasting goals of behaviour help determine one's *lifestyle*. A human being's **lifestyle** ( *a dominant and consistent theme of behaviours* ) that promotes a **high social interest** ( *a very cooperative acceptance of others* ) helps one cope with many life challenges. Humans are identified as unique because of their *lifestyle*. It encompasses their personality and every thing about them as individuals (Adler, A. 1943).

Humans read feelings and behaviours to make judgements on the desirability of dealing with each other. Tracking a misbehaving person's operational goals of behaviour can be challenging. For example, responding to the negative goal of ATTENTION is different from responding to the-positive goal of ACCEPTANCE. You ignore mild attention seekers but attend and cooperate with people exhibiting positive acceptance goals.

Humans are notorious for bringing out the negative aspects of one's goals of behaviour. For example, a parent often demonstrates negative power over a child and intimidates that child into submission. This behaviour models the destructive use of the negative POWER goal. When a child is out of control and abusive, we as adults should not explode and get angry. Intimidation, and scolding often entrenches the negative aspects of the goals of misbehaviour. ( ATTENTION, POWER, REVENGE, and INADEQUACY ) (Dreikurs, R.,Cassel, P. 1974).

Humans are notorious for mirroring the presented goal of behaviour of others. For example, when the child is into negative revenge, we often move towards negative revenge. When misbehaving people are into negative power, we usually move into negative power. This appears to be a natural human tendency. We are our own worst enemy. To avoid this human modelling tendency, do the unexpected! Don't get mad when others are mad at us. Refuse to fight or retaliate! Don't give up with those who are depressed and giving up. Communicate constructively by **active listening**: ( 1. Identify misbehaviour 2. Reveal your feelings 3. Indicate how you will respond ) (Rogers, C. and Farson, R.1957). Also, encourage human beings by modelling self-control, cooperation, empathy and friendliness.

It should be noted that encouragement is not evaluative (eg. *That's good* ). It is not praise (eg. *Your exceptional*). Encouragement is being helpful and nonjudgmental. You can **use encouragement**, even when someone is failing ( eg. *This task seems very difficult, but you are on the right track. Keep working hard and the job will be done soon* ). (Dreikurs, R., Dinkmeyer, D.1963).

It is believed that frustrations and behavioural difficulties can be overcome with reason and calm reactions (Constructive Communications ).“ *It is largely through communications that we become what we are: it is through communications that we learn what we know; it is largely through **destructive communications** that problems in human relationships are created, and it is through **constructive communications** that such problems are prevented or solved ”* (Wahlroos, S.1974, p.3).

Nonverbal body posture, facial expression, and tone of voice generate many feelings in human beings.

**How a person's behaviour makes you feel, helps you identify the goals of behaviour.** (Dreikurs, R.,Cassel, P. 1974). If you identify a goal of behaviour accurately, you can respond in a more appropriate manner.

Nine selected Goals of Behaviour will be analyzed. These nine selected Goals of Behaviour are summarized in the following chart. In this chart, there is a positive and a negative aspect to each goal. Desired objectives or goal purposes are identified. The analysis also includes two other categories: HOW I FEEL and HOW I CAN RESPOND.

### NINE SELECTED GOALS OF BEHAVIOUR SUMMARY CHART

GOALS:	ASPECTS:	HOW I FEEL: (Desired objectives / Wants )	HOW I CAN RESPOND
<b>AUTONOMY</b>	<b>Positive Aspects</b>	<i>Proud / Impressed / Envious / Expertly consulted / Inspired (Wants to be innovative &amp; masterful)</i>	<i>Let the person know you highly appreciate their creative efforts and expert advice. Allow experimentation and innovation without criticism. Promote into higher positions.</i>
	<b>Negative Aspects</b>	<i>Belittled / Mistaken / Excluded Shunned / Depreciated (Always wants to be perfect, intolerant of any mistakes)</i>	<i>Thank the person for any mistakes they find. Avoid communication obstacles. Active listen. Be calm, fair and assertive. Let person know how you feel.</i>
<b>INVOLVEMENT</b>	<b>Positive Aspects</b>	<i>Helped / Served / Compassion / (Wants to support family &amp; others)</i>	<i>Thank the person for their dedication and hard work. Encourage group or family activities. Help with chores.</i>
	<b>Negative Aspects</b>	<i>Concerned (re work) / Sympathy / Fatigue / Worried / (Wants to be very active and excessively busy)</i>	<i>Help reduce the work load. Plan fun, relaxation events together. Teach the person what their job entails. Show them the work boundaries . Avoid criticism. Be fair.</i>
<b>JUSTICE</b>	<b>Positive Aspects</b>	<i>Protected / Secure / Exonerated (Wants to protect and be respected)</i>	<i>Show the person respect for their fair treatment, protection, and being freed. Be truthful, thankful and lawful.</i>
	<b>Negative Aspects</b>	<i>Criticized / Blamed / Censured Interrogated / Scolded /Nagged (Always wants to be right)</i>	<i>Be calm and remember to keep all promises and agreements. Be helpful. Do your chores. Avoid showing anger and annoyance. Remain kind, friendly, honest and fair.</i>
<b>ACCEPTANCE</b>	<b>Positive Aspects</b>	<i>Liked / Loved / Included / Complimented / Friendly (Wants to be liked, loved &amp; popular)</i>	<i>Be kind and return this person's affection. Enjoy their company and have fun. Be helpful. Plan and do things together with a group of friends. Encourage peer recognition.</i>
	<b>Negative Aspects</b>	<i>Embarrassed / Unloved / Smothered / Seduced / Over protected (Wants constant approval)</i>	<i>Be assertive and let this person know how their behaviour makes you feel uncomfortable. Be friendly and empathic . Resist promiscuity. Use communication facilitators.</i>
<b>ATTENTION</b>	<b>Positive Aspects</b>	<i>Charmed / Entertained / Witty (Wants to be humorous &amp; noticed)</i>	<i>Let this person know you appreciate their sense of humour. Listen and pay attention. Accept praise. Be fair and kind.</i>
	<b>Negative Aspects</b>	<i>Annoyed / Bugged / Frustrated Interrupted / Sarcastically flattered (Wants to be first and selfish)</i>	<i>Refrain from repeating requests to behave. Remain calm, be fair, and do not nag, scold or lecture. Avoid showing anger and annoyance re anti feminism. Expose their denial. Active listen.</i>
<b>EXCITEMENT</b>	<b>Positive Aspects</b>	<i>Thrilled / Amazed / Competitive (Wants to observe or participate in spectacular events and adventures)</i>	<i>Be interested and enjoy their spectacular events, games and adventures. Participate in their events if you can. Take into account all safely measures.</i>
	<b>Negative Aspects</b>	<i>Apprehensive / Fearful / Unsafe (Wants to be daring and notorious)</i>	<i>Let the person know your fear and apprehension. Be assertive. Say no to dangerous acts and negotiate safer alternative actives. Plan carefully and practice a lot.</i>
<b>POWER</b>	<b>Positive Aspects</b>	<i>Well led / Controlled / Confident / Taught (Wants to be competent &amp; in control)</i>	<i>Show respect, be loyal, pay attention, and learn from the boss. Work hard and follow directions carefully. Up date your Qualifications. Avoid communication obstacles.</i>
	<b>Negative Aspects</b>	<i>Angry / Intimidated / Dismissed Pressured / Manipulated / Lied to / Conned (Always wants his or her own way)</i>	<i>Be calm and fair. Avoid showing annoyance and anger. Do your job well. Negotiate compromises. Do not argue. Use communication facilitators. Active listen. Do not underestimate the person's power. Show respect.</i>
<b>REVENGE</b>	<b>Positive Aspects</b>	<i>Defiant / Rebellious / Avenged (Wants to get even)</i>	<i>Be honest and assertive. Defend your rights. Use communication facilitators. Organize alliances.</i>
	<b>Negative Aspects</b>	<i>Hurt (pain) Humiliated / Threatened (Wants to inflict emotional and physical pain)</i>	<i>Avoid retaliation. Remove yourself from the conflict. Be calm. Avoid communication obstacles. Avoid anger. Seek assistance if necessary. Avoid criminal activity.</i>
<b>INADEQUACY</b>	<b>Positive Aspects</b>	<i>Discouraged / Incompetent / A failure / Defeated / Confused (Wants to be free of failure)</i>	<i>Be aware of your limitations. Learn new skills. Be kind, honest and helpful. Avoid criticism. Be empathic. Don't give up. Re-group. Be persistent. Be encouraging.</i>
	<b>Negative Aspects</b>	<i>Sad / Grief / Depressed / VeryTired / Anxious / Burdened / Helpless / Crying (Wants to be free of sadness, worry, anxiety, guilt and disappointment)</i>	<i>Listen. Be empathic. Comfort the person. Be kind. Do things together. Don't give up. Don't show annoyance. Monitor for signs of suicidal intent. Find time to relax. Be helpful. Seek professional help. Journal your thoughts.</i>

## Goal of Autonomy: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose: ( Desired Objective):** *Wants to be innovative and masterful.*

A person with a positive Autonomy goal strives to be self-sufficient, self-disciplined and independent. They are very proud people who aspire to be original, creative and masterful. Their knowledge and talents are exceptional. Some are gifted. People with this goal are often very successful. These people are expert advisors.

#### Typical Behaviours:

- Very independent and self-disciplined
- Innovative and creative
- Very knowledgeable / Masterful
- Intelligent / Scholarly
- Gifted

#### Feelings:

*You feel very impressed by this person's knowledge, skill, creativity, inventiveness, energy, and independence. You feel proud of their capabilities, intelligence, and accomplishments.*

#### Responses:

Respond by trusting these people to make their own effective decisions and choices. Encourage peer recognition and allow freedom to be creative and unique. Allow them to experiment and learn from their mistakes without criticism. Show interest in the person's accomplishments. Support creative suggestions. Promote this person into higher positions with more responsibility. Provide enriched training and specialization. Organize social and fun activities to balance their serious outlook on life.

**Other suggested strategies** (*Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites*):

- *Responsibility shift to student ( Give students more power )*
- *More guest presentations*
- *Allow choice of topics of study*
- *Independent studies*
- *Use person as a tutor or mentor*
- *Use encouragement statements lavishly*
- *Make person a leader of peers*
- *Allow person to correct their own work*
- *Provide many opportunities to be creative, innovative, and experimental*

## Goal of Autonomy: **Positive Aspect**

*Image of Feelings: Pride / Achievement*



## Goal of Autonomy: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose: ( Desired Objective ):** *Always wants to be perfect, intolerant of any mistakes.*

A person with a negative Autonomy goal strives for perfection and admiration. They often feel privileged and entitled. By being so perfectionistic, they are often overly anxious about failure. At times, these people can be pompous, belittling, arrogant and argumentative. They are often snobs.

#### Typical Behaviours:

- Perfectionistic
- Critical
- Shunned
- Snobbish
- Elitist
- Sarcastic
- Stubborn

#### Feelings:

*This person's attitude and behaviour may make you feel depreciated, belittled, and excluded.*

#### Responses:

Respond by being kind, empathic and respectful. Keep your promises and agreement. Thank the person for finding mistakes. Appreciate this person's skills and abilities. Use encouragement statements (I appreciate your help. You seem to be working very hard) rather than praise or evacuative statements (You are great or outstanding). Encourage peer recognition, and organize outlets for socializing and fun. Provide enriched training. Let them know how you feel. Be assertive. **Active listen** (1. Identify misbehaviour 2. Reveal your feelings 3. Indicate how you will respond ).

#### Other suggested strategies ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- Avoid criticism
- Don't be sarcastic or mean
- Recognize effort and provide peer recognition
- Create useful and important tasks to be done
- Provide flex time and time to relax
- Encourage group projects
- Teach this person to lead
- Teach this person how to communicate clearly and precisely
- Be honest, fair, and kind
- Negotiate consequences
- Reduce fear or anxiety
- Do not be critical of mistakes. Allow person to correct their own mistakes
- Value clarification activities and training
- Use direct positive reasoning and persuasion
- More in-service opportunities



## Goal of Autonomy: **Negative Aspect**

*Image of Feelings: Snobbishness / Belittlement / Exclusion*



## Goal of Involvement: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective):** *Wants to support family and others.*

People with a positive Involvement goal desire to be useful. They are collaborative and persistent volunteers who want to work hard and be productive. They can be very companionate. This helpful, industrious, organized, and success oriented individual enjoys working with others. Group work is preferred, and cooperation is paramount. You can count on these people to be responsible. They are frequently found in medical and rescue professions. They are dedicated caregivers.

#### Typical Behaviours:

- Hard working / Persistent
- Volunteering
- Responsible / Cooperative
- Organized
- Productive
- Caregiver

#### Feelings:

*This behaviour makes you feel helped, organized, thankful, cooperative and compassionate.*

#### Responses:

You can respond to a person with this goal of behaviour by recognizing the hard work and effort demonstrated by their help. Create useful and important tasks. Encourage peer recognition. Join in their activities and allow them to join your activities. Be friendly.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Avoid criticism*
- *Provide much choice and variety*
- *Thank person for their hard work*
- *Increase student talk*
- *Reorganize schedules and timetables to reduce work load*
- *Frequent encouragement*
- *More in-service opportunities*
- *Encourage group or family projects*

**Goal of Involvement: Positive Aspect**

*Image of Feelings: Helpfulness / Cooperation*



## Goal of Involvement **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be very active and excessively busy.*

With their zeal to be helpful, people with this goal of behaviour can, at times, interfere with other people's work. Volunteering for everything can burn them out. They can be workaholics. These people are so obligated to help others and family that they sometimes put their health into jeopardy.

#### Typical Behaviours:

- Workaholic
- Interferers with other peoples work (*Over step work boundaries.*)
- Volunteers for too many things
- Takes on tasks beyond skill level
- Rushes work to the detriment of quality

#### Feelings:

*You feel interfered with and concerned. You worry that these individuals are working too hard, and working beyond their assignments.*

#### Responses:

Respond by providing flex time and time to relax. Allow freedom of choice and variety. Give this individual some power of decision making to suit their temperament, ability, and skill level. Teach this person where the work boundaries are and encourage them to ask questions about their responsibilities. Avoid negative criticism; use encouraging statements to show them your appreciation of their hard work.

**Other suggested strategies** (*Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites*):

- *Structure schedules and timetables to reduce work load*
- *Provide fun time activities*
- *Provide immediate feedback*
- *Structure assignments and provide written instructions*
- *Provide flex time and time to relax*
- *Increase supervision*
- *Immediate feedback*
- *Structure free time*
- *Speed of instruction change*
- *Less homework*

**Goal of Involvement: Negative Aspect**

*Image of Feelings: Fatigue / Being over worked*



## Goal of Justice: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to protect and be respected.*

People with this goal of behaviour want to protect others. They strive to be law abiding, right, honest, fair, and respected. They are usually vigilant, co-operative, collaborative, orderly, appropriate, and diplomatic. Wanting to set things right is uppermost in their mind. Their help is often very much appreciated especially when they make honest, fair and accurate judgements. They are very cognizant of the difference between right and wrong.

#### Typical Behaviours:

- Protective / Law abiding
- Analytical
- Obedient / Honest / Fair
- Respectful
- Reliable

#### Feelings:

This behaviour often makes you feel protected, exonerated, and fairly treated. You usually feel confident that a wrong was made right.

#### Responses:

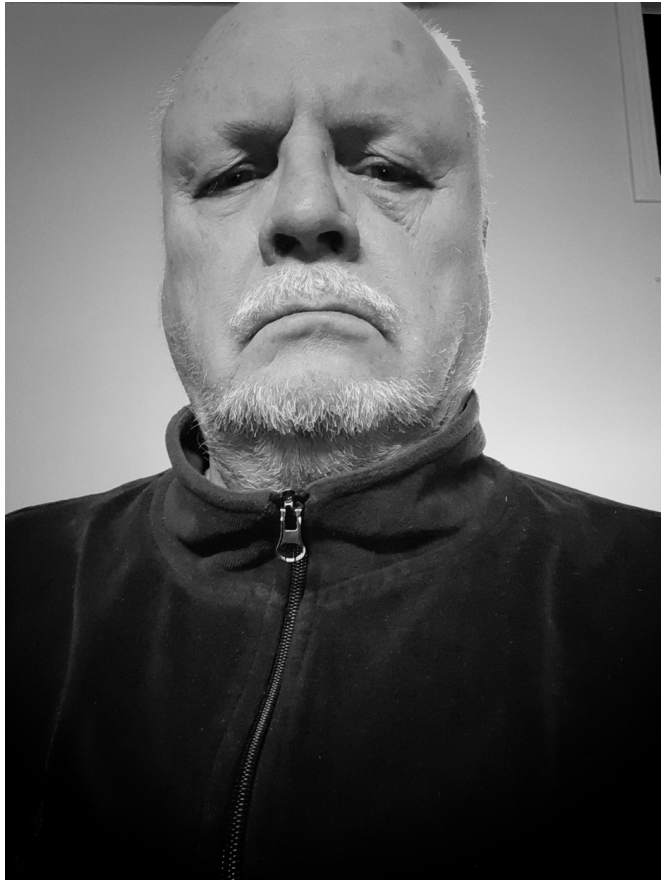
Show these people respect and be thankful for the treatment received. Be honest and keep promises. Obey laws, value customs, and traditions. When dealing with these people show cooperation and be collaborative.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Be truthful, thankful, and lawful*
- *Show appreciation for the other's cooperation*
- *Provide leadership activities*
- *Promote, teach, and encourage negotiation skills*
- *Be consistent*
- *Provide group fun activities*
- *Teach democratic classroom or office procedures*
- *Provide peer tutoring assignments*
- *Provide self defence training*
- *Provide in-service in value clarification and empathy training*

**Goal of Justice: Positive Aspect**

*Image of Feelings: Respect / Firmness / Defensiveness*



## Goal of Justice: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Always wants to be right.*

The person with this goal always wants to be right. They are very critical, investigative, hard nosed, and thorough. There can be a moralistic component to this goal. Right is right and little flexibility is allowed. This is an intelligent, stern and usually fair minded individual. They may be contrarians.

#### Typical Behaviours:

- Critical
- Inflexible / Rigid
- Too Judgemental
- Moralistic
- Too Serious

#### Feelings:

*You feel interrogated, and at times blamed. There is a feeling that you are being judged and evaluated.*

#### Responses:

It is important that you tell the truth and be calm. Be friendly and firm. Remember to keep all promises and agreements because not doing so inevitably leads to power plays and personal conflicts. If the interrogative pressure and criticism gets too intense, find time to relax. Remove yourself from the rant or conflict. Keep your communications pleasant, clear, and precise. Let the person know that you feel uncomfortable with the criticism and interrogative style of communicating.

#### Other suggested strategies ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- *Do your job well*
- *Do not criticize*
- *Avoid showing anger or annoyance*
- *Be helpful. Do your chores*
- *Allow person to correct their own mistakes*
- *Thank person for finding errors of mistakes*
- *Be cooperative and collaborative*
- *Reduce arguments*
- *Remove yourself if the rants are too intense*
- *Use direct positive reasoning and persuasion*
- *Reduce teacher or boss talk*
- *Provide communications training*
- *Use frequent encouragement*
- *Provide in-service in value clarification and empathy training*



**Goal of Justice: Negative Aspect**

*Image of Feelings: Interrogation / Being blamed or criticized*



## Goal of Acceptance: **Positive Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be liked / loved and popular.*

People with this goal want to be included. They are very friendly and complimentary. This person is usually happy and considerate. They are good mates who are loving and loyal. They want to be popular. They are often very helpful and kind.

#### **Typical Behaviours:**

- Friendly / Popular
- Very Complimentary
- Very Helpful
- Kind / Loving / Considerate
- Happy to be with Others / Very Sociable

#### **Feelings:**

*You feel liked, included, and loyal. It is easy to love these people. You feel cooperative and collaborative.*

#### **Responses:**

Return this person's affection and include them in your activities. Encourage peer recognition. Be kind and friendly. Encourage independence and resourcefulness.

**Other suggested strategies** (*Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites*):

- *Be friendly, kind, fair, and honest*
- *Enjoy this person's company and have fun*
- *Be helpful.*
- *Plan activities together*
- *Provide group activities*
- *Provide frequent encouragement*
- *Provide independent studies*
- *Give this person responsibility and leadership opportunities*
- *Allow person to learn from mistakes without judgement*
- *Return compliments*
- *Teach leadership and negotiation skills*

**Goal of Acceptance: Positive Aspect**

*Image of Feelings: Friendliness / Kindness*



## Goal of Acceptance: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants constant approval.*

A person with this goal desperately yearns to be liked. They feel unloved and may sell their soul to be loved. They can be lonely and promiscuous. People with this goal wish to be included, otherwise they are depressed. They can be overbearing and too protective. What they say and do often makes you feel uncomfortable.

#### Typical Behaviours:

- Infatuated
- Smothering
- Sarcastically flattering
- Overprotective or too permissive
- Promiscuous

#### Feelings:

You feel smothered, sarcastically flattered, and embarrassed by their compliments and forwardness. This person often makes you feel uncomfortable, disappointed, and misunderstood. You believe that the person is feeling rejected and unloved.

#### Responses:

Be empathic, fair, and friendly,. Allow this person to learn from their mistakes without judgment and negative criticism. Teach them how to be assertive and model positive communications. Tell them how their behaviour makes you feel. Negotiate logical consequences, if necessary. Don't succumb to their promiscuity.

Communicate constructively by **active listening**: (1. Identify misbehaviour 2. Reveal your feelings 3. Indicate how you will respond )

Other suggested strategies ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- Be assertive and let this person know how their behaviour makes you feel uncomfortable
- Be friendly but resist promiscuity
- Keep communications clear and precise. Clarify boundaries carefully
- Provide peer recognition
- Provide value clarification activities and training
- Provide frequent encouragement
- Provide immediate feedback
- Increase supervision. Provide private work areas
- Avoid arguments and showing annoyance
- Negotiate conduct contracts
- Reduce and structure free time
- Provide quiet thinking time
- Counsel person to be aware of their goals of behaviour
- Be careful with office romances
- Provide in-service for misogynistic and chauvinistic behaviours

**Goal of Acceptance: Negative Aspect**

*Image of Feelings: Infatuation / Promiscuity*



## Goal of Attention: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective):** *Wants to be humorous and noticed.*

A person with this goal wants to be seen and accepted. They are often very charming and entertaining. Smiling, laughing and telling jokes are prominent aspects of this goal. These people love to talk and are often very humorous.

#### Typical Behaviours:

- Humorous and witty
- Animated
- Cheerful and complimentary
- Charming
- Gossipy

#### Feelings:

*These people make you feel entertained and happy. You often feel charmed and complimented.*

#### Responses:

Enjoy the show and appreciate the humour. Include these people in your activities and be kind especially if their humour is a bit cutting. They mean no harm and they want to be accepted. Let them know if some of their gossip is inappropriate. Be friendly, honest and fair.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Provide outlets for humour and rough housing*
- *Listen. Notice this person and provide peer recognition*
- *Frequent encouragements*
- *Avoid criticism*
- *Be considerate*

**Goal of Attention: Positive Aspect**

*Image of Feelings: Charm / Humour*



## Goal of Attention: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be first and selfish.*

A person with this goal desires to be the sole centre of attention. They hate to be ignored. They are often annoying, and demand to be served, entertained, and looked after. They are very selfish and obnoxious. If they do not get their own way, they can throw temper tantrums at the most inconvenient times. Some are very mischievous and most are foolish. Their irresponsibility causes a lot of emotional pain and frustration. They are very disruptive and frequently interrupt. Their denial is extremely rigid. This person is unaware that their foolish behaviour is not being accepted. They think people are laughing with them, not at them. Immaturity is most evident. Their practical jokes are often vulgar and inappropriate. People with this goal are very resistant to change.

#### Typical Behaviours:

- Foolish and annoying
- Sarcastically flattering
- Frequently interrupting
- Immature / Childish
- Frequently frustrating / Obnoxious /

#### Feelings:

You feel annoyed because of the selfish and foolish behaviour. Feelings of being interrupted and frustrated are very common. Feelings of uncooperativeness are present, because of the constant obnoxious attitude and behaviour. Feelings of embarrassment are present, because of the inappropriate flattering comments.

#### Responses:

Ignore minor foolish behaviour. Expose denial. Don't scold, nag, or overly repeat requests to behave, because negative attention is just as desirable as positive attention. Be honest, fair, and **very consistent**. Be assertive. Negotiate logical consequences. Because it is difficult to change this behaviour, be persistent, friendly, kind, and very patient. Make deals ahead of time. Keep your agreements and promises. Don't show anger or annoyance regarding any feminism. Be calm and assertive. Let the person know that his or her comments make you feel uncomfortable.. Communicate constructively by **active listening**: (1. Identify misbehaviour 2. Reveal your feelings 3. Indicate how you will respond ). Find time to rest, relax, and be alone.

#### Other suggested strategies ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- Provide tutoring and use private work or play areas
- Increase supervision and structure free time
- Promote peer recognition for achievement and obedience
- Provide outlets for humour and rough housing
- Counsel person to be aware of their purpose of behaviour. (Reveal denial)
- Reduce teacher, parent or boss talk
- Listen
- Provide quiet thinking time for everyone involved
- Demonstrate respect
- Immediate feedback
- Structure assignments
- Initiate short term time-outs and groundings with explanations
- Do not intimidate this person
- Discuss alternative after firm original requests are denied



**Goal of Attention: Negative Aspect**

*Image of Feelings: Annoyance / Frustration*



## Goal of Excitement: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to observe or participate in spectacular events and adventures.*

People with this goal want to feel thrilled and exhilarated. They love action, competition, adventure and spectacular events. They may be very athletic. They may be exceptional team players. Some have hobbies that make them feel enraptured.

#### Typical Behaviours:

- Brave / Risk taker
- Nervous
- Exhibitionistic
- Talented, skilled and organized
- Very Focused

#### Feelings:

*You feel anxious because of the dangerous acts they perform. They are dare devils. Their musical performances may make you feel elated. You may feel thrilled by their spectacular athletic feats.*

#### Responses:

Enjoy the adventure, game or spectacular event. Be an enthusiastic observer or participant. Take into account all safety measures and plan events carefully. Keep communication clear and precise.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- Practice a lot
- Provide interesting and challenging activities
- Provide specialized training
- Increase supervision
- Invite special guests as role models

**Goal of Excitement: Positive Aspect**

*Image of Feelings: Exhilaration / Amazement*



## Goal of Excitement: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be daring and notorious.*

This person is obsessed with being famous. They hate mediocrity. Because they are so consumed with fame, they can be reckless, stubborn and uncooperative. Sometimes their actions are deadly, especially if they have criminal intentions.

#### Typical Behaviours:

- Reckless / Impulsive
- Stubborn
- Obsessive
- Manipulative
- Criminal

#### Feelings:

*You may feel anxious and apprehensive, especially If you are participating in their activities. Because of the dangerous events, fear may be a persistent feeling. Impulsive, obsessive and manipulative behaviours shown by these people, may make you feel agitated and fearful.*

#### Responses:

Plan carefully. Provide a lot of practice. Be assertive and say no to activities that make you feel uncomfortable. Avoid illegal acts. Negotiate safer alternative activities.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Let person know your fears and apprehensions*
- *Say no to dangerous acts and negotiate alternatives*
- *Plan very carefully and practice a lot*
- *Provide expert tutoring or instructions*
- *Encourage the person to be humble*
- *Direct positive reasoning and persuasion*
- *Reduce fear and anxiety*
- *Be supportive and understanding*
- *Allow the person to experiment without criticism*

**Goal of Excitement: Negative Aspect**

*Image of Feelings: Apprehension / Fear*



## Goal of Power: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be competent and in control.*

People with this goal want to be in control. They want to be competent, well informed and confident. Most revel in leadership and want to lead well. People with this goal are usually successful executives, managers, teachers or bosses. They are very responsible. Hard work, loyalty and dedication are admired and expected. They are helpful, industrious and trustworthy people.

#### Typical Behaviours:

- Controlling / Responsible
- Organized / Confident
- Loyal and compatible
- Hard Working
- Clear communicators

#### Feelings:

*You feel well lead and informed. Clear communications, and collaborative manner, makes you feel confident and cooperative. After their instruction and guidance, you feel competent.*

#### Responses:

Pay attention and learn from the leader. Follow instructions enthusiastically. Be helpful. Be loyal. Work hard. Be friendly. Keep communications clear and concise. Be honest and trustful. Attend in-service courses to update your qualifications and skills.

#### Other suggested strategies ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- Show respect, be loyal, pay attention, and learn form the leader, boss, or teacher
- Refuse to argue. Set a later time for discussion
- Avoid using communication obstacles
- Provide important leadership assignments and jobs
- Avoid minimizing the other person's power
- Teach person about communication obstacles
- Direct positive reasoning and persuasion
- Don't show anger or annoyance
- Negotiate logical consequences
- Responsibility shift to person
- Allow choice of topics
- Provide station work

**Goal of Power: Positive Aspect**

*Image of Feelings: Control / Confidence*



## Goal of Power: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Always wants his or her own way.*

A person with this goal always wants to be in control. They are very demanding and get angry if you do not follow their orders. Being coercive and manipulative is a typical behaviour.

#### Typical Behaviours:

- Maverick
- Loner
- Aggressive political activist
- Dictatorial
- Manipulative
- Quick tempered
- Sarcastic
- Intimidating
- Argumentative

#### Feelings:

It is easy to be angry with these people. You feel intimidated, lied to and pressured. A common feeling is manipulation. They are often loners and characterized as mavericks. It is very easy to get into an argument with these people. If you retaliate, revenge is a frequent response.

#### Responses:

Be calm, and fair. Do not retaliate. Avoid showing anger and annoyance. Do your job well and avoid arguments.

Keep communications clear and precise. Show respect. *Do not underestimate this person's power.*

Negotiate logical consequences, if you are able. Remove yourself from conflicts. Relax and find time to think.

Communicate constructively by **active listening**: (1. Identify misbehaviour 2. Reveal your feelings 3. Indicate how you will respond ).

**Other suggested strategies** ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- Show respect
- Allow quiet individual thinking time
- Use brief time-outs or private work and play areas
- Encourage peer recognition
- Negotiate alternatives after the heat has died down, and negotiate in private
- Eliminate punitive consequences
- Provide positive tutoring and skills review
- Provide value clarification counselling and inservice
- Negotiate behavioural contracts
- Structure assignments ( smaller steps )
- Provide anger management counselling
- Provide in-services on misogynistic and chauvinistic behaviours



**Goal of Power: Negative Aspect**

*Image of Feelings: Anger / Intimidation*



## Goal of Revenge: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to get even.*

This person wants to even the score. They will fight to defend their rights. They want to be avenged. Legal battles are common. Rebellion against the aggressive and corrupt leadership is common.

#### Typical Behaviours:

- Defiant
- Impatient
- Manipulative
- Rebellious
- Aggressive
- Political rebel / Agitative
- Vengeful / Underground movement activities
- Serious and stern
- Nervous
- Fearful

#### Feelings:

You feel rebellious, defiant and aggressive. You feel nervous, fearful and determined. You feel pressured and manipulated. You feel a need to act to make change happen.

#### Responses:

If you choose to fight, make alliances. Seek legal advice, and do not break the law. Be honest, fair but assertive. Keep communications clear and short. People with this goal may become aggressive rebels ( freedom fighters). They can be found in many underground political movements to overthrow corrupt governing.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Avoid showing anger or annoyance*
- *Defend your rights*
- *Active listen*
- *Discuss alternatives after firm original requests denied*
- *Try negotiating logical consequences*
- *Form alliances*
- *Be calm*
- *Find time to think and relax*
- *Plan your strategies for vengeance carefully*
- *Monitor for illegal activity*
- *Seek legal counsel*
- *Avoid retaliation*
- *Be assertive, honest, fair, and understanding*

## Goal of Revenge: **Positive Aspect**

*Image of Feelings: Defiance / Rebellion / Aggressiveness*



## Goal of Revenge: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to inflict emotional and physical pain.*

A person with this goal is usually dangerous. They want to hurt you emotionally or physically. If they can't get what they want through coercion or humiliation, you are in for a battle.

#### Typical Behaviours:

- Threatening
- Humiliating (causing emotional pain)
- Sullen
- Anger
- Blaming
- Swearing
- Hitting to hurt
- Using force to solve problems (physically fighting)

#### Feelings:

*You feel hurt, threatened and manipulated. You feel argumentative and outraged. You want to retaliate.*

#### Responses:

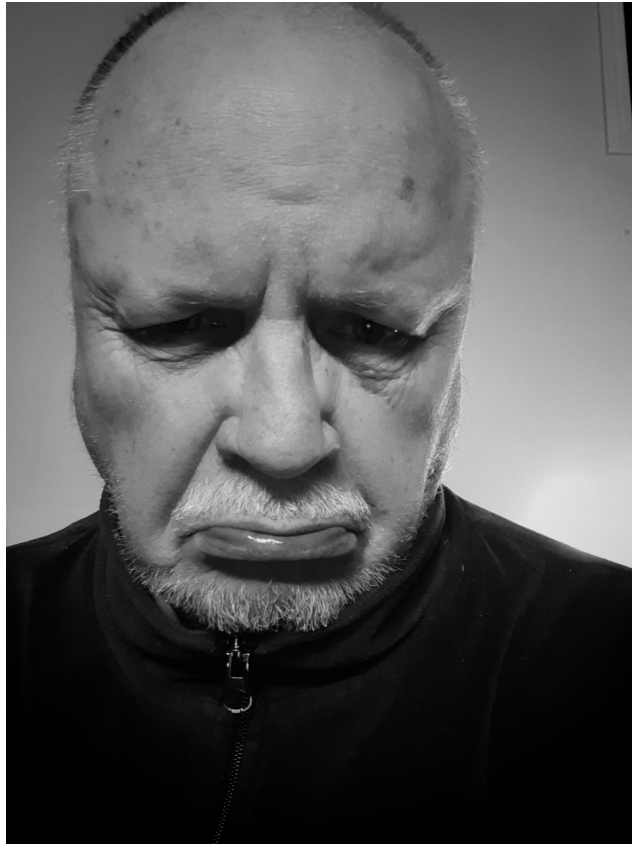
Avoid retaliation. Be calm, fair and careful. Remove yourself from the conflict. Seek assistance if necessary. Keep communications very clear and very short. Provide time to cool off. Relax and find time to think. Show a positive willingness to negotiate in private and be flexible. Avoid showing anger and annoyance.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Medical or psychiatric referrals may be needed*
- *Provide individual, group or family counselling*
- *Structure work into small easy steps*
- *Provide peer recognition*
- *Encourage the person by not giving up yourself*
- *Provide positive tutoring and much skill review*
- *Provide quiet thinking time*
- *Reduce and structure free time*
- *Remove person from positions of power*
- *Provide in-service in empathy, value clarification and negotiations*

**Goal of Revenge: Negative Aspect**

*Image of Feelings: Hurt / Humiliation*



## Goal of Inadequacy: Positive Aspect

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be free of failure.*

A person with this goal believes they are failures. They are discouraged and feel tired. Feelings of incompetency are common. They are not sure what to do and sometimes blame anything for their weaknesses. Their self esteem is low and they are easily frustrated or hurt. Communicating with these people is difficult, because of their ineffective and confusing thinking systems.

#### Typical Behaviours:

- Discouragement
- Isolating self
- Blaming everything and anyone
- Confused and incompetent
- Frustrated and annoyed

#### Feelings:

*You feel discouraged. You may feel your skills are not adequate to be helpful. You feel like giving up.*

#### Responses:

Be very kind and honest with these people. Be aware of your limitations. Learn new knowledge and skills yourself and encourage them to learn new skills and knowledge. Provide time for relaxation and serenity. Help these people financially or emotionally. Do things together to keep them feeling positive about life. Point out their strengths and encourage them not to give up. Let them know you will support them, all the way to success.

**Other suggested strategies** ( *Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites* ):

- *Provide peer counselling*
- *Provide individual, group or family counselling*
- *Provide positive tutoring and much skill review*
- *Provide much individualized work.*
- *Initiate fun time*
- *Encourage the person not to give up*
- *Provide re-education and knowledge upgrades (in-service)*
- *Use multi sensory approaches to teach these people*
- *Use computers for self instruction*
- *Reduce fears and anxiety.*
- *Be kind*
- *Do not be sarcastic or critical*
- *Avoid showing anger and annoyance*
- *Negotiate in private and be flexible*

## Goal of Inadequacy: **Positive Aspect**

*Image of Feelings: Discouragement / Failure*



## Goal of Inadequacy: **Negative Aspect**

### IDENTIFICATION OF GOAL

**Purpose ( Desired Objective ):** *Wants to be free of sadness, worry, anxiety, guilt and disappointment.*

People with this goal of behaviour have a desire to be free of anxieties, pain, guilt and other burdens of living. They usually want to be left alone, free of responsibilities. A person with this goal is fragile. They feel physically and emotionally tired. They are easily hurt and are depressed most of the time. Self harm is possible. They present as helpless and appear to be losing hope.

#### Typical Behaviours:

- Very Sad
- Depressed
- Weepy
- Guilty
- Exhausted
- Compulsively worried about every thing.
- Helpless
- Hopeless

#### Feelings:

*You feel sad and very anxious. You may feel depressed and burdened. You may feel helpless. You may be losing hope.*

#### Responses:

Listen and be empathic. Comfort this person. Do things together and encourage them to be positive. Don't give up. Monitor for signs of suicidal intention. Seek professional assistance (Psychological, Sociological, Medical, Psychiatric, Financial). Monitor the **5 Stages of Grief**: 1. Denial 2. Anger 3. Bargaining 4. Depression 5. Acceptance (Kubler-Ross, E. 1997).

*To **purge** yourself of grief, anger, sadness, loneliness, depression, fear, guilt, or sorrow , **write down what you have in your mind that torments you** ( Journal your thoughts ). Getting those thoughts out is critical in improving understanding which then facilitates healing. Write poetry, letters, essays, diaries, and comments to expose the silent and hidden self talk that terrorizes you every day and night. It is extremely helpful to talk and telling stories to people who have similar difficulties, in order to facilitate understanding the feelings and thoughts that torment you. These methods are useful ways to promote gradual self-healing ( Pennebaker, J.W. 2004 ).*

*Do not underestimate the **power of encouragement, respect, love and understanding from others who care** ( be it in a group or individually ), to keep you from hurting yourself physically or psychologically.*

**Other suggested strategies** ( Dependent upon environment: Home, School, Office, Other work sites, Entertainment sites ):

- Stay with this person. Do not give up.
- Provided positive tutoring and much skill review
- Provide peer recognition and support
- Be lavish with positive verbal and non-verbal messages
- Do things together
- Listen. Be empathic
- Comfort this person
- Provide in-service to up grade knowledge and skills
- Provide mentors



- *Group counselling / Self help groups*

## **Goal of Inadequacy: Negative Aspect**

*Image of Feelings: Depression / Helplessness*



## GOALS OF BEHAVIOUR COMBINATIONS

There are many goals of behaviour combinations. Each combination reveals a **character**. These characters take on many roles in society. If the goal combination is persistent, then a personality and lifestyle develops. Each character can have negative and positive aspects, at the same time. It is sometimes difficult to discover the dominant goal of behaviour in these combinations. They can change with the circumstances that surround the events. For example, a person can move from the POWER goal to the REVENGE goal quickly. Deadly events can occur with a rapid change from power to revenge. This makes responding complicated. Often many strategies, treatments, and encouragements must be applied simultaneously.

A **Character** can be made up of many goals of behaviour combinations. Each character has degrees of severity. A person can start out as a *bully* and end up as a *dictator* or *tyrant*. A person can initially be a *friend* then change to a *companion*, and eventually a *lover*. Characters are quite subjective and transient. In other words, *a person can behave differently with different people*. A character can be a **Critic** for one person and a **Brilliant Consultant** for another. You have to spend a lot of time with someone to see a consistent character and personality. Your feelings and responses can be different as well. For a *critic* you may be annoyed and have to be assertive. For a *brilliant consultant* you may be appreciative and wish to be collaborative.

However, there are various challenges that contribute to one's character, personality or lifestyle, besides the goals of behaviour.

**Challenges** that alter and develop one's lifestyle are as follows:

- |                      |  |
|----------------------|--|
| 1. Health            | 5. Interpersonal ( <i>external forces</i> )  |
| 2. Financial         | 6. Intra-personal ( <i>internal forces</i> ) |
| 3. Education / Job   | 7. Environmental                             |
| 4. Family Upbringing | 8. Genetics                                  |

How a person responds to these challenges determines how one *moves* through life. It also determines how well one survives. Poor health, poverty, minimum salaries can restrict one's lifestyle from flourishing. A poor family upbringing with inappropriate teaching and modelling forms a weak value system and results in many heart aches. Friendships and relationships with others alters self-esteem and confidence. If pollution infiltrates one's living environment, health challenges can be devastating. Inherited disabilities and other genetic anomalies seriously alter one's lifestyle by weakening survival.

Helping human beings is difficult, complicated, and time consuming. Community supporters (family, friends, professional helpers) are often needed to help a person respond effectively to the challenges of life. In order to change *serious* behaviour problems, a lifestyle assessment of a person's lifestyle challenges is required. Discovering what contributes to the causes of the problems is helpful in determining what responses are necessary to help solve the misbehaviours.

It may be helpful to use a **conflict resolution process** to solve behavioural problems (Thomas, C.R. 1979). This process allows the helpers to formulate logical consequences. The conflict resolution process involves the following procedures:

1. Show mutual respect
2. Pin point the issues
3. Negotiate mutual agreements
4. Share the responsibility for change
5. Measure the improvements

You can **respond to a misbehaviour** in three ways: **natural consequence**, **logical consequence**, and **punitive consequence**. All too often, the punitive consequences turn out to be *illogical consequences* (eg. *Hitting your child for running across a busy roadway*). Therefore, if you discipline others, be aware of natural consequences and **negotiate** logical consequences. Natural consequences require no effort. They just happen (eg. *Falling and hurting yourself is a natural consequence*). Logical consequences are directly related to the correction of a misbehaviour (eg. *Counsel and teach anger management to a bully*). It is preferable to have a misbehaving person cooperate in selection of a logical consequence, otherwise they think the consequence is unfair. (Dreikurs, R., and Gray, L. 1968).

## DOMINANT GOALS AND CHARACTER IDENTIFICATION TOOL

**INSTRUCTIONS:**

To determine someone's **dominant goals of behaviour**, record all the behaviours that person shows you in person. Then write down all the feelings these behaviours generate. With the feelings in mind, check the Goals of Behaviour Summary Chart to identify the goal associated with each feeling. Record the goals on this tool. Next, rate each feeling from 1 to 100%. The highest percentages reveal the dominant goals. Record the top 3 or 4 goals.

Check the Goals of Behaviour Summary Chart to determine the **responses** for each goal. Record these responses. Creatively define or create a **character**, based on the information in your filled in tool. To create this **character**, image you are a director or author of a play. Write down one word that describes your character. For example, a subject who is angry, intimidating, humiliating and enslaving could be *characterized* as a **bully**.

<b>DOMINANT GOALS AND CHARACTERS</b>			
<b>NAME OF PERSON:</b> >  <b>DESCRIBE BEHAVIOURS TO BE ANALYZED:</b>  >		<b>PAST RESPONSES:</b> <b>Communication Obstacles Used:</b> 1. 2. 3. 4. 5.	
<b>FEELINGS:</b>  1	<b>GOALS:</b>  1	<b>RATE:</b> %  >	<b>HOW TO RESPOND NOW:</b> <b>Communication Facilitators To Use:</b> 1. 2. 3. 4. 5.
<b>DOMINANT 3 or 4 GOALS:</b> <i>Determined by the % in RATE. (Range: 1 to 100 %)</i>  >			
<b>CHARACTERS</b> <b>1</b>			
<hr/> <b>Person doing the analysis:</b> >			

## GOALS OF BEHAVIOUR COMBINATIONS / CHARACTERS:

<b>EXPERT (Specialist) / VISIONARY / ENTREPRENEUR</b>		<b>HOW I CAN RESPOND:</b>
<b>GOALS:</b>	<b>HOW I FEEL:</b>	
<b>AUTONOMY +</b> <b>POWER +</b> <b>ACCEPTANCE +</b>	Impressed / Astonished / Proud / Brilliantly Consulted Well Lead / Informed / Confident / In Control Included / Cooperative / Collaborative / Friendly	<ol style="list-style-type: none"> <li>1. Allow creative and innovative experimentation without criticism.</li> <li>2. Show respect. Follow the bosses orders.</li> <li>3. Be kind, considerate and cooperative.</li> </ol>
** [ LARGE BOLD means DOMINANT GOAL ]		

<b>ARROGANT PERSON / ELITIST / SNOB</b>		<b>HOW I CAN RESPOND:</b>
<b>GOALS:</b>	<b>HOW I FEEL:</b>	
<b>AUTONOMY -</b> <b>JUSTICE -</b> <b>POWER -</b>	Excluded / Depreciated / Belittled / Snubbed Criticized Angry / Intimidated / Controlled (Wants own way only)	<ol style="list-style-type: none"> <li>1. Be fair, honest, and assertive.</li> <li>2. Let person know how you feel. Active listen.</li> <li>3. Don't show anger or annoyance. Remove yourself from the conflict.</li> </ol>

<b>HARD WORKER / VOLUNTEER / CAREGIVER</b>		<b>HOW I CAN RESPOND:</b>
<b>GOALS:</b>	<b>HOW I FEEL:</b>	
<b>INVOLVEMENT +</b> <b>ACCEPTANCE +</b> <b>ATTENTION +</b>	Helped / Supported / Organized / Compassion Liked / Cooperative / Included / Friendly Noticed	<ol style="list-style-type: none"> <li>1. Thank the person and appreciate the help given.</li> <li>2. Be kind and friendly. Avoid criticism and showing your annoyance.</li> <li>3. Keep communications clear, and precise. Notice the hard work.</li> </ol>

<b>SLAVE ( BEAST OF BURDEN )</b>		<b>HOW I CAN RESPOND:</b>
<b>GOALS:</b>	<b>HOW I FEEL:</b>	
<b>INVOLVEMENT -</b> <b>POWER -</b> <b>INADEQUACY -</b>	Fatigued / Concerned with work load / Sympathetic Angry / Controlled / Manipulated / Intimidated Helpless (Emotionally) / Burdened / Depressed	<ol style="list-style-type: none"> <li>1. Keep communications clear and precise. Reduce work load.</li> <li>2. Be calm. Don't get angry. Don't retaliate</li> <li>3. Listen. Be empathic. Comfort the person. Seek help if necessary.</li> </ol>

<b>ADDICTED PERSON</b>		<b>HOW I CAN RESPOND:</b>
<b>GOALS:</b>	<b>HOW I FEEL:</b>	
<b>INADEQUACY +</b> <b>INADEQUACY -</b> <b>ACCEPTANCE -</b> <b>ATTENTION -</b> <b>POWER -</b>	Discouraged / Failure / Feel person is addicted Depressed / Sad / Helpless Unloved / Embarrassed Annoyed / Frustrated / Feel person is irresponsible Angry / Lied to / Manipulated	<ol style="list-style-type: none"> <li>1. Passive Listen. Improve qualifications. Learn about the addition.</li> <li>2. Refer person to a self-help group.</li> <li>3. Avoid communication obstacles.</li> <li>4. Use communication facilitators.</li> <li>5. Avoid anger and annoyance. Be calm and fair. Support this person.</li> </ol>

## GOALS OF BEHAVIOUR COMBINATIONS / CHARACTERS:

<p><b>GUARDIAN / PEACE KEEPER / DEFENDER</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>JUSTICE +</b> Protected / Exonerated / Fairly Treated  <b>POWER +</b> Well Lead / Informed / In Control  <b>ACCEPTANCE +</b> Comforted / Loyal  <b>INVOLVEMENT +</b> Supported / Helped</p>	<ol style="list-style-type: none"> <li>1. Thank the person for the protection.</li> <li>2. Listen. Accept the person's advice.</li> <li>3. Be honest and kind.</li> <li>4. Appreciate the help.</li> </ol>
<p><b>EXAMINER / INTERROGATOR / INSPECTOR</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>JUSTICE -</b> Interrogated / Blamed / Criticized  <b>POWER -</b> Controlled / Pressured / Intimidated  <b>INVOLVEMENT -</b> Interfered with</p>	<ol style="list-style-type: none"> <li>1. Be honest, kind and fair. Obey the laws.</li> <li>2. Don't get angry. Keep communications clear and precise.</li> <li>3. Listen. Let the person know how you feel. Active listen</li> </ol>
<p><b>DECEIVER / CON ARTIST / SWINDLER</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>REVENGE -</b> Stung / Offended / Resentful  <b>POWER -</b> Angry / Manipulated / Lied to / Fooled / Cheated  <b>ACCEPTANCE -</b> Ashamed  <b>ATTENTION -</b> Flattered / Too charming</p>	<ol style="list-style-type: none"> <li>1. Don't get angry and retaliate.</li> <li>2. Be calm. Seek legal assistance if necessary.</li> <li>3. Let person know how you feel. Active listen</li> <li>4. Be assertive, fair and honest.</li> </ol>
<p><b>FRIEND / COMPANION / LOVER</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>ACCEPTANCE. +</b> Included / Loved / Loyal / Comforted / Complimented  <b>INVOLVEMENT +</b> Helped / Supported  <b>ATTENTION +</b> Charmed  <b>EXCITEMENT +</b> Delighted / Adventurous</p>	<ol style="list-style-type: none"> <li>1. Return affection.</li> <li>2. Be friendly and kind. Appreciate the help.</li> <li>3. Accept compliments and the sense of humour.</li> <li>4. Plan fun activities together. Include person in your activities.</li> </ol>
<p><b>COMEDIAN</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>ATTENTION. +</b> Entertained / Charmed  <b>ACCEPTANCE +</b> Included / Friendly  <b>AUTONOMY +</b> Impressed</p>	<ol style="list-style-type: none"> <li>1. Enjoy the humour.</li> <li>2. Thank the person for their compliments</li> <li>3. Listen and be kind, Appreciate the person's talent.</li> </ol>



## GOALS OF BEHAVIOUR COMBINATIONS / CHARACTERS:

<p><b>BULLY / DICTATOR / TYRANT / SOCIOPATH</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>POWER -</b> Angry / Controlled / Intimidated / Provoked  <b>REVENGE -</b> Fearful / Resentful / Humiliated / Injured  <b>JUSTICE -</b> Blamed / Criticized  <b>INADEQUACY -</b> Helpless / Sad / Depressed  <b>ATTENTION -</b> Interrupted / Annoyed / Frustrated</p>	<ol style="list-style-type: none"> <li>1. Be calm. Be assertive. Be fair.</li> <li>2. Don't retaliate. Remove yourself from the conflict.</li> <li>3. Keep communications clear and precise. Do not show annoyance.</li> <li>4. Be empathic. Seek support from others.</li> <li>5. Avoid repeating requests to behave. Active listen.</li> </ol>
<p><b>AVENGING ANGEL / SAINT</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>JUSTICE +</b> Protected / Exonerated / Fairly Treated  <b>REVENGE +</b> Avenged / Defiant  <b>ACCEPTANCE +</b> Comforted / Included / Liked / Loyal  <b>INVOLVEMENT +</b> Helped / Supported</p>	<ol style="list-style-type: none"> <li>1. Appreciate the protection and support.</li> <li>2. Defend your rights. Seek alliances.</li> <li>3. Be friendly and polite.</li> <li>4. Thank the person for their help</li> </ol>
<p><b>DESPERATE PERSON / CRIMINAL / TERRORIST</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>REVENGE -</b> Hurt / Injured / Resentful / Humiliated  <b>POWER -</b> Angry / Intimidated  <b>JUSTICE -</b> Blamed  <b>INADEQUACY -</b> Discouraged / Demoralized</p>	<ol style="list-style-type: none"> <li>1. Remove yourself from the conflict. Report criminal activity.</li> <li>2. Be calm, fair, and honest. Do not retaliate. Protect yourself.</li> <li>3. Keep communications clear and precise. Active listen.</li> <li>4. Seek help when necessary.</li> </ol>
<p><b>CRITIC / COMPLAINER / FAULT-FINDER / NAG</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>JUSTICE -</b> Criticized / Scolded / Blamed, Interrogated  <b>POWER -</b> Angry / Intimidated / Abused  <b>ATTENTION -</b> Annoyed, Repetitively Frustrated  <b>AUTONOMY +</b> At times, Brilliantly Consulted</p>	<ol style="list-style-type: none"> <li>1. Thank person for corrections. Keep your agreements and promises.</li> <li>2. Let person know how you feel. Don't get angry or annoyed.</li> <li>3. Keep communications very clear and precise. Active listen</li> <li>4. Accept and appreciate the consult. Be helpful.</li> </ol>
<p><b>DEPRESSED PERSON</b></p> <p>GOALS: <i>HOW I FEEL:</i></p>	<p><i>HOW I CAN RESPOND:</i></p>
<p><b>INADEQUACY -</b> Sad / Helpless / Hopeless / Burdened  <b>JUSTICE -</b> Criticized  <b>POWER -</b> Angry / Pressured / Manipulated</p>	<ol style="list-style-type: none"> <li>1. Be empathic. Comfort the person. Have person journal their thoughts.</li> <li>2. Be honest and fair. Keep communications clear and precise.</li> <li>3. Listen. Avoid showing anger and annoyance. Don't criticize.</li> </ol>

## COMMUNICATION FACILITATORS AND OBSTACLES

Using communication facilitators is helpful in keeping communications between people clear and precise.

Some common **communication facilitators** are as follows ( Wahlroos. S., 1974 ):

Teaching	Defining / Summarizing	Brainstorming	Compromising	Smiling/Acknowledging
Exploring Alternatives	Open ended questioning	Encouraging	Negotiating	Complimenting
Assumption testing	Positive commenting	Empathizing	Showing kindness	Journal your thoughts (diary, etc.)
Requesting help	Making factual statements	Passive listening	Active listening ( <i>behaviour, feeling, response</i> )	

However, when a person uses communication weapons on you it is very difficult not to engage in a battle or a war.

Communication obstacles can be viewed as weapons which are **usually** used as **defensive** rather than offensive strategies.

This should be kept in mind because it is easier to be forgiving when realizing that the person is responding inappropriately in order to save face and protect ones self-concept. The error in thinking is that using a communication obstacle does just the opposite. It does not protect the person's self-concept but rather weakens it. Therefore avoid using communication obstacles.

Some common **communication obstacles** are as follows ( Wahlroos, S., 1974 ):

Sarcastic teasing	Exaggerating	Bragging	Complaining	Naive remarks
Sarcastic flattering	Blaming	Manipulating	Arguing	Inaccurate remarks
Intellectualizing	Jumping to conclusions	Game playing	Moralizing	Jealous remarks
Falling asleep or yawning	Unforgiving	Humiliating	Pouting	Prejudicial remarks
Threatening	Minimizing	Excuse making	Interrupting	Ignorant remarks
Avoiding conversation	Counter accusing	Inattentiveness	Lying	Denying
Shaming	Swearing	Guilt inducing	Yelling	Intimidating
Over reacting	Smirking	Rude spitting	Rude finger gestures	

## CONCLUSION

*When you model and teach the positive aspects of the Goals of Behaviour,  
you can improve a person's  
behaviour, social interest, and lifestyle.*

Remember, **every goal has a purpose**. Examining how you **feel** about a behaviour is a method of identifying that purpose. The feelings that nonverbal body posture, facial expression, and tone of voice generate help identify the nine goals of behaviour. Once someone's goal or purpose is known, an appropriate response can be made. Use a conflict resolution process to formulate logical consequences.

Improving a person's lifestyle or personality is an enormous challenge. Your responses are based on your feelings about this person's behaviour. What you hear, see, or feel about a person may not be what others hear, see, or feel about this person. People act differently with different people. Goals can change quickly. Nevertheless, changing a person's behaviour can be done!

Also, it is important that society be vigilant in confronting and eliminating prejudice, bigotry, ignorance, and crime. These societal issues confound the treatments or response strategies.

Communicating effectively is vital to any response strategy. Therefore it is helpful to use **communication facilitators** and to *model and teach the positive aspects of all nine goals of behaviour*.

### POSITIVE NINE GOALS OF BEHAVIOUR

*Family care givers, teachers, and other professional helpers should encourage others to be:*

- |   |               |
|---|---------------|
| 1. Independent and creative                   | + Autonomy    |
| 2. Helpful and hard-working                   | + Involvement |
| 3. Honest and fair                            | + Justice     |
| 4. Friendly and empathic                      | + Acceptance  |
| 5. Charming with a kind sense of humour       | + Attention   |
| 6. Adventurous                                | + Excitement  |
| 7. Leaders                                    | + Power       |
| 8. Prepared to defend and avenge their rights | + Revenge     |
| 9. Aware of their limitations                 | + Inadequacy  |



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## *Desiderata*

*Go placidly amid the noise and haste, and remember what peace  
there may be in silence. As far as possible without surrender  
be on good terms with all persons. Speak your truth quietly and clearly;  
and listen to others, even the dull and ignorant; they too have their story;*

*Avoid loud and aggressive persons, they are vexations to the spirit.  
If you compare yourself with others, you may become vain and bitter;  
for always there will be greater and lesser persons than yourself.  
Enjoy your achievements as well as your plans.*

*Keep interested in your own career, however humble; it is a real  
possession in the changing fortunes of time. Exercise caution  
in your business affairs; for the world is full of trickery.  
But let this not blind you to what virtue there is;  
many persons strive for high ideals; and everywhere life is full of heroism.*

*Be yourself. Especially do not feign affection.  
Neither be cynical about love; for in the face of all aridity  
and disenchantment it is perennial as the grass.*

*Take kindly the counsel of the year, gracefully surrendering the things  
of youth. Nurture strength of spirit to shield you in sudden misfortune.  
But do not distress yourself with imaginings. Many fears are born  
of fatigue and loneliness. Beyond a wholesome discipline,  
be gentle with yourself.*

*You are child of the universe, no less than the trees and the stars;  
you have a right to be here, and whether of not it is clear to you,  
no doubt the universe is unfolding as it should.*

*Therefore be at peace with God, whatever you conceive Him to be,  
and whatever your labor and aspirations,  
in the noisy confusion of life keep peace with your soul.*

*With all its sham, drudgery and broken dreams, it is still a beautiful world.  
Be cheerful. Strive to be happy.*

**ONLY TIME WILL TELL**

*Who will feel lonely and forlorn,  
Tired, beaten and worn  
When calmness replaces fear  
What turns sadness into cheer*

**ONLY TIME WILL TELL**

*Where you are happy and free  
How to live with anxiety  
Why nature comforts your body, mind and soul  
To make you healthy, wealthy, and old*

**ONLY TIME WILL TELL**

*gge*

# GOAL OF BEHAVIOUR

*Understanding Human Misbehaviour*

*Every behaviour has a purpose*

- ♦ *Nine Goals of Behaviour are featured in this handbook.*
- ♦ *Each Goal of Behaviour has a positive and negative aspect.*
- ♦ *Nonverbal body posture, facial expression, and tone of voice generate many feelings in human beings. How a person's behaviour makes you feel, helps you identify the goals of behaviour.*
- ♦ *Responding more effectively to misbehaviour is possible, if you know a person's Goals of Behaviour.*

*Students, teachers, counsellors, behavioural consultants, administrators, police, social workers and parents might find this handbook helpful in understanding and responding to people with behavioural difficulties.*