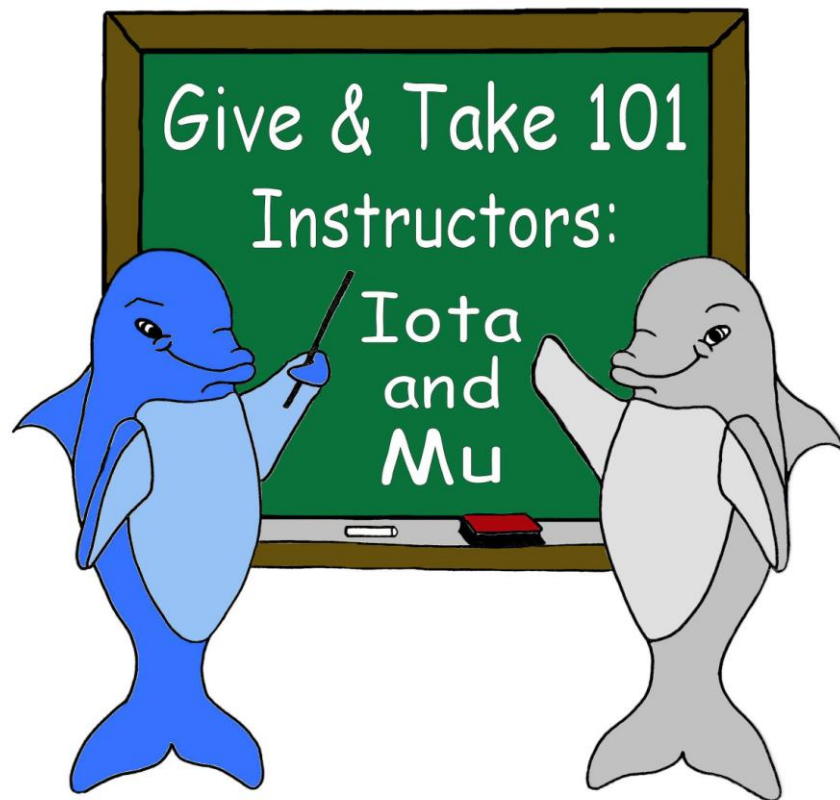


# Overcoming Relationship Barriers



**Dr. Ken Hultman, LCPC**

**PARTICIPANT'S WORKBOOK**

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Edited by Patricia Hultman, M.S.

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# Instructions

- Complete the Interpersonal Motivation Scale™ (pages 3-5)
- Complete the IMS Scoring Guide (page 6)
- Complete the IMS Profile (page 7)
- Read the background information about interpersonal motivation (pages 8-10)
- Read the Description and Action Plan information for the “type” corresponding to your highest score (between pages 11-28)
- Complete the Action Planning Sheet (page 29)
- Complete the Interaction Planning Guide for your next interaction (page 30), and the Interaction Critique Guide following the interaction (page 31)
- Use the Planning and Critique guides on a regular basis until you have achieved your relationship goals

# Interpersonal Motivation Scale<sup>TM</sup>

By  
**Dr. Ken Hultman, LCPC**

## **Instructions**

The Interpersonal Motivation Scale is designed to aid you in becoming more aware of your motives or intentions in relationships with others. The results are intended to help you improve your relationships.

Read each question and circle the response that best reflects your self-assessment. Before answering the questions choose a frame of reference (e.g. family relationships, work relationships) and keep this in mind while responding. The most useful frame of reference is *relationships in general* (“Generally speaking, what are my intentions in relationships?”). These are difficult questions, requiring personal introspection. The results are intended for your personal growth and are confidential, however, so please be candid in your responses. Only honest answers would have any meaning.

**Please turn the page and begin ⇒**

***"In my relationships I":***

	Never	Seldom	Sometimes	Often	Usually	Always
1. Put my needs ahead of others.	0	1	2	3	4	5
2. Trust other's judgment more than my own.	0	1	2	3	4	5
3. Feel awkward when given a compliment.	0	1	2	3	4	5
4. Feel like I'm treated unfairly.	0	1	2	3	4	5
5. Avoid commitments.	0	1	2	3	4	5
6. Have hidden agendas.	0	1	2	3	4	5
7. Give reluctantly.	0	1	2	3	4	5
8. Make sure agreements are very clear.	0	1	2	3	4	5
9. Delight in giving to others.	0	1	2	3	4	5
10. Focus on getting my needs met.	0	1	2	3	4	5
11. Look for reassurance about my abilities.	0	1	2	3	4	5
12. Feel guilty even taking my fair share.	0	1	2	3	4	5
13. Feel driven by anger.	0	1	2	3	4	5
14. Keep others at arms length.	0	1	2	3	4	5
15. Attach strings to what I give.	0	1	2	3	4	5
16. Give because others expect me to.	0	1	2	3	4	5
17. Try to be "up front" with people.	0	1	2	3	4	5
18. Make sacrifices for others willingly.	0	1	2	3	4	5
19. Enjoy receiving but not giving.	0	1	2	3	4	5
20. Rely on others to cheer me up.	0	1	2	3	4	5
21. Have trouble enjoying the things others give me.	0	1	2	3	4	5
22. Blame others for my problems.	0	1	2	3	4	5
23. Feel uncomfortable giving or receiving.	0	1	2	3	4	5
24. Have ulterior motives.	0	1	2	3	4	5
25. Give when others put pressure on me.	0	1	2	3	4	5
26. Honor agreements.	0	1	2	3	4	5
27. Find fulfillment in giving to others.	0	1	2	3	4	5
28. Tend to be "stingy."	0	1	2	3	4	5
29. Question my competence.	0	1	2	3	4	5
30. Feel more comfortable giving than receiving.	0	1	2	3	4	5
31. Get even when others hurt or cheat me.	0	1	2	3	4	5
32. Avoid obligations.	0	1	2	3	4	5
33. Give to make others feel obligated to me.	0	1	2	3	4	5
34. Give out of a sense of obligation.	0	1	2	3	4	5
35. State my expectations openly.	0	1	2	3	4	5
36. Can celebrate the successes of others without feeling envious.	0	1	2	3	4	5
37. Am regarded by others as greedy.	0	1	2	3	4	5
38. Seek sympathy from others.	0	1	2	3	4	5
39. Feel others are more deserving than me.	0	1	2	3	4	5
40. Tell myself: "If I don't take it, someone else will."	0	1	2	3	4	5
41. Want to succeed without help.	0	1	2	3	4	5
42. Try to buy friends.	0	1	2	3	4	5
43. Give to get people off my back.	0	1	2	3	4	5
44. Work toward satisfying mutual interests.	0	1	2	3	4	5
45. Feel grateful for what I have.	0	1	2	3	4	5

***"In my relationships I":***

	Never	Seldom	Sometimes	Often	Usually	Always
46. Take care of "number one."	0	1	2	3	4	5
47. View myself as less capable than others.	0	1	2	3	4	5
48. Feel guilty when I want something nice.	0	1	2	3	4	5
49. Have a chip on my shoulder.	0	1	2	3	4	5
50. Keep people at a distance.	0	1	2	3	4	5
51. Conceal my real intentions.	0	1	2	3	4	5
52. Give even when I don't really want to.	0	1	2	3	4	5
53. Negotiate in good faith.	0	1	2	3	4	5
54. Help those who are less fortunate.	0	1	2	3	4	5
55. Think of ways to get more for myself.	0	1	2	3	4	5
56. Lack self-confidence.	0	1	2	3	4	5
57. Worry that others won't like what I give them.	0	1	2	3	4	5
58. Promise to pay others back but then don't follow through.	0	1	2	3	4	5
59. Like to be "foot loose and fancy free."	0	1	2	3	4	5
60. Give to impress others.	0	1	2	3	4	5
61. Have trouble saying no.	0	1	2	3	4	5
62. Treat others fairly and expect to be treated the same way.	0	1	2	3	4	5
63. Give anonymously.	0	1	2	3	4	5
64. Make sure I get my share.	0	1	2	3	4	5
65. Am easily hurt by criticism.	0	1	2	3	4	5
66. Feel uncomfortable asking for more.	0	1	2	3	4	5
67. Can take from others without feeling guilty.	0	1	2	3	4	5
68. Like to pay my own way.	0	1	2	3	4	5
69. Tell others what they want to hear.	0	1	2	3	4	5
70. Give to avoid an argument.	0	1	2	3	4	5
71. Hold others to their agreements.	0	1	2	3	4	5
72. Give with no strings attached.	0	1	2	3	4	5
73. Tend to be self-centered.	0	1	2	3	4	5
74. Feel inadequate.	0	1	2	3	4	5
75. Worry about losing others' approval.	0	1	2	3	4	5
76. Want others to pay for hurting me.	0	1	2	3	4	5
77. Want to take care of myself.	0	1	2	3	4	5
78. Find subtle ways to get more than I give.	0	1	2	3	4	5
79. Give to avoid or resolve conflict.	0	1	2	3	4	5
80. Can be counted on to keep my end of the bargain.	0	1	2	3	4	5
81. Accept others unconditionally.	0	1	2	3	4	5
82. Insist on having things my way.	0	1	2	3	4	5
83. Worry about disappointing others.	0	1	2	3	4	5
84. Feel bad about myself when I want something.	0	1	2	3	4	5
85. Harbor resentments.	0	1	2	3	4	5
86. Avoid emotional attachments.	0	1	2	3	4	5
87. Gossip about others.	0	1	2	3	4	5
88. Feel compelled to give.	0	1	2	3	4	5
89. Give but expect something in return.	0	1	2	3	4	5
90. Strive to make the world a better place.	0	1	2	3	4	5

# IMS Scoring Guide

## Calculating Scores

To assess your interpersonal motivation, total the scores you gave yourself for the nine types, place a dot at the corresponding point on the the IMS Profile for each score, and connect the dots with a line.

<b>Pure Taker</b>	<b>Insecure Taker</b>	<b>Guilty Taker</b>	<b>Rationalized Taker</b>	<b>Detached Taker/Giver</b>
1. _____	2. _____	3. _____	4. _____	5. _____
10. _____	11. _____	12. _____	13. _____	14. _____
19. _____	20. _____	21. _____	22. _____	23. _____
28. _____	29. _____	30. _____	31. _____	32. _____
37. _____	38. _____	39. _____	40. _____	41. _____
46. _____	47. _____	48. _____	49. _____	50. _____
55. _____	56. _____	57. _____	58. _____	59. _____
64. _____	65. _____	66. _____	67. _____	68. _____
73. _____	74. _____	75. _____	76. _____	77. _____
82. _____	83. _____	84. _____	85. _____	86. _____
<b>Total</b> _____	<b>Total</b> _____	<b>Total</b> _____	<b>Total</b> _____	<b>Total</b> _____

<b>Manipulative Giver</b>	<b>Reluctant Giver</b>	<b>Contractual Giver</b>	<b>Genuine Giver</b>
6. _____	7. _____	8. _____	9. _____
15. _____	16. _____	17. _____	18. _____
24. _____	25. _____	26. _____	27. _____
33. _____	34. _____	35. _____	36. _____
42. _____	43. _____	44. _____	45. _____
51. _____	52. _____	53. _____	54. _____
60. _____	61. _____	62. _____	63. _____
69. _____	70. _____	71. _____	72. _____
78. _____	79. _____	80. _____	81. _____
87. _____	88. _____	89. _____	90. _____
<b>Total</b> _____	<b>Total</b> _____	<b>Total</b> _____	<b>Total</b> _____

# IMS Profile

0      5      10      15      20      25      30      35      40      45      50

<b>Pure Taker (PT)</b>											
<b>Insecure Taker (IT)</b>											
<b>Guilty Taker (GT)</b>											
<b>Rationalized Taker (RT)</b>											
<b>Detached Taker/Giver (D/TG)</b>											
<b>Manipulative Giver (MG)</b>											
<b>Reluctant Giver (RG)</b>											
<b>Contractual Giver (CG)</b>											
<b>Genuine Giver (GG)</b>											

## **Understanding and Changing Interpersonal Motivation**

Interpersonal motivation has to do with the question, “What do I *really* want from relationships?” Broadly speaking, people’s motivation or intentions in relationships can be placed on a continuum from self-centered to other-centered. Under favorable conditions (i.e. those that are conducive to a positive sense of self-worth, competence, and moral character) people progress naturally away from self-centered and toward more other-centered ways of thinking and acting. A key factor in this developmental process is how people respond to adversity. Those who are able to overcome repressive, fear-based cultural conditioning, and who can reconcile themselves to negative experiences and hardship, will have a greater capacity to become other-centered.

The model offered here distinguishes nine types of interpersonal motivation. The types can be viewed as approaches or strategies for meeting our needs through relationships, some effective and some ineffective. The key criterion is the strategy’s impact on our capacity to grow toward more other-centered, inclusive ways of being, as reflected by the Genuine Giver type. Unresolved issues keep us struck in defensive, self-centered modes, reducing our capacity to establish and maintain healthy relationships. Identifying and working through limiting beliefs about ourselves, other people, and life in general, get us unstuck, so we can move toward maximizing our full potential both personally and interpersonally. The nine types along with their underlying intention are summarized briefly in Table 1.

**Table 1: Types of Interpersonal Motivation and Their Intentions**

<b>TYPE</b>	<b>INTENTION</b>
<b>Pure Taker (PT)</b>	<b>Immediate gratification</b>
<b>Insecure Taker (IT)</b>	<b>Reassurance</b>
<b>Guilty Taker (GT)</b>	<b>Approval</b>
<b>Rationalized Taker (RT)</b>	<b>Revenge</b>
<b>Detached Taker/Giver (DT/G)</b>	<b>Self-reliance/Withdrawal</b>
<b>Manipulative Giver (MG)</b>	<b>Control</b>
<b>Reluctant Giver (RG)</b>	<b>Harmony</b>
<b>Contractual Giver (CG)</b>	<b>Mutuality</b>
<b>Genuine Giver (GG)</b>	<b>Love</b>

Keep in mind that we’re not just one “type” of interpersonal motivation. Over time we develop a mixture of all nine types in varying degrees, which explains the extremely wide variety of human behavior in relationships. While each person will have a dominant type as reflected by their highest score, they are also influenced by other motives in complex ways. There’s no such thing as a completely uncontaminated motive. To deepen your self-understanding, read the description of the type representing your highest scores. You should be able to identify with the descriptions and say, “That’s me.” Following that, look at the recommendations listed in the action plan section, and decide what steps you can take to become a more Genuine Giver. This is done by identifying and changing underlying beliefs, values, and behaviors which have a negative impact on

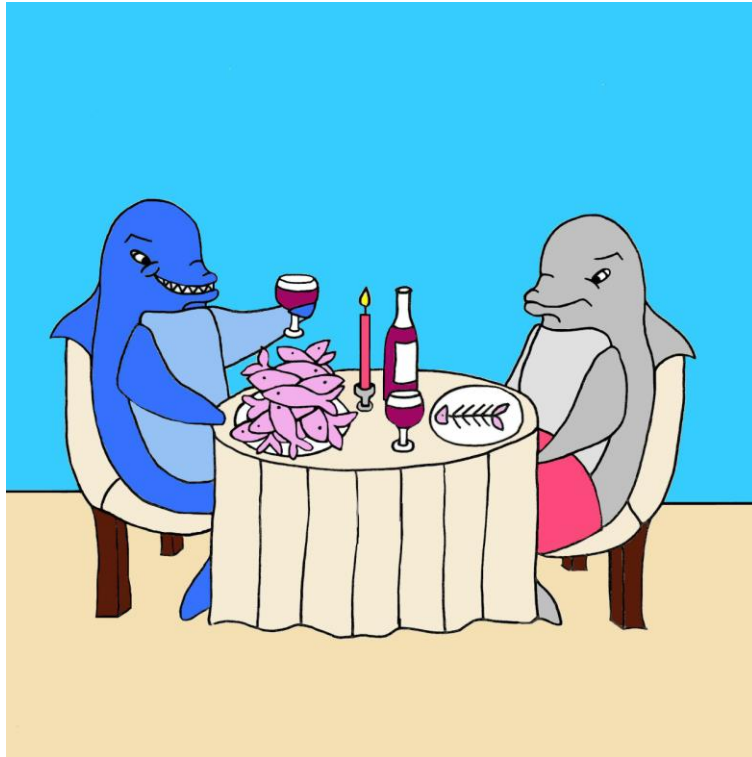
relationships. A summary of beliefs, feelings, values, and behaviors common to each type is provided in Table 2.

**Table 2: Beliefs, Feelings, Values, and Behavior Common to IM Types**

	<b>Beliefs</b>	<b>Feelings</b>	<b>Values</b>	<b>Behavior</b>
<b>Pure Taker (PT)</b>  <i>Immediate gratification</i>	My needs are more important than others.  I should be able to have things my way.  I'm better than others.  Others should cater to my needs.	Basic unworthiness Fear of rejection	Validation of personal worth Immediate gratification Attention Popularity	Selfish Self-centered
<b>Insecure Taker (IT)</b>  <i>Reassurance</i>	I'm less capable than others.  I have to constantly prove myself.  I lack self-confidence.  I always need help from others.  I'm a failure.	Shame Fear of failure	Validation of ability Admiration Praise Dependence Recognition Security	Constantly asks for advice  Puts others on a pedestal  Seeks reassurance about abilities  Avoids taking risks  Devalues successes
<b>Guilty Taker (GT)</b>  <i>Approval</i>	Others are more deserving than me.  I'm a "bad" person.  I always seem to do or say the wrong thing.  I should be punished for my sins.  I don't deserve to be forgiven.  I'm a hopeless case.	Guilt Fear of judgment	Validation of moral character Approval Forgiveness Law abiding Mercy without justice Purity Reassurance of goodness Tact	Strives to be a "good person."  Seeks reassurance about personal integrity.  Dwells on past mistakes.  Gives to atone for mistakes
<b>Rationalized Taker (RT)</b>  <i>Revenge</i>	I'm treated unfairly.  Others are responsible for my problems.  People should pay for hurting me.  The world owes me.  Don't get mad, get even.	Aggressive anger	Defiance Dominance Justice without mercy Power Rebellion Revenge	Abusive Aggressive Argumentative Defensive Threatening Unforgiving

	<b>Beliefs</b>	<b>Feelings</b>	<b>Values</b>	<b>Behavior</b>
<b>Detached Taker/Giver (DT/G)</b>  <i>Self-reliance/ withdrawal</i>	If you don't get involved you won't get hurt.  People should take care of themselves.  I don't need people.  People just want something from you.	Fear of rejection Fear of losing control	Withdrawal Avoidance Freedom Independence Self-reliance	Keeps people at a distance  Avoids obligations  Cautious, guarded  Avoids being vulnerable
<b>Manipulative Giver (MG)</b>  <i>Control</i>	People are means to my ends.  People will cheat you if you're not careful.  It's a dog-eat-dog world.  Never show weakness.  The best way to win is to outwit people.	Passive-aggressive anger	Control Money Prestige Status Loyalty Obedience	Has hidden agendas  Uses people  Takes advantage of others  Tries to make people feel obligated
<b>Reluctant Giver (RG)</b>  <i>Harmony</i>	It's better to go along than to make them upset.  Conflict is bad.  You shouldn't disappoint people.	Fear of judgment	Avoiding conflict Harmony Peace	Gives in order to keep the peace.  Avoids conflict.  Succumbs to pressure
<b>Contractual Giver (CG)</b>  <i>Mutuality</i>	Get it in writing  It's better to be safe than sorry.  Get your expectation out on the table.  Everything is negotiable.	Fear of failure	Authority Formality Mutuality Order Reciprocity Structure Trust	Looks for a fair deal.  Wants everything out in the open.  Organized, efficient  Hates surprises
<b>Genuine Giver (GG)</b>  <i>Love</i>	People are an end in themselves.  Every person is unique and special.  You can't hurt another person without hurting yourself.  We all need each other.	Inner peace Contentment Enthusiasm Joy	Accepting others Authenticity Collaboration Community Diversity Generosity Inclusiveness Interdependence Justice with mercy Love Servant leadership Stewardship	Gives for the joy of giving.  Offers help without being asked.  Makes sacrifices for others.  Practices random acts of kindness.

# Pure Taker



## Description

The Pure Taker's intention in relationships is to get immediate gratification of needs. Their *modus operandi* is, "I want what I want, when I want it." This is a natural stage for children during the first two years of life. The behavior is "pure" in infants because they take what they need and are satisfied, and they don't have a "hidden agenda." While infants are self-centered they can't be understood as "selfish," because they're too young to think about what they have compared to others. When children's basic physical and emotional needs aren't met or are met sporadically, on an intuitive, non-verbal level, they often interpret this to mean that they are lacking in worth or value. Similarly when caregivers are emotionally distant and respond by giving children excessive material things, the latter often develop a sense of entitlement, expecting others to cater to their wants and needs. We commonly refer to this as being "spoiled." In either case they fail to develop a basic trust in people to affirm their worth, so material things become a substitute for human bonding and love. People are viewed as the source of things, but the things and not the people are regarded as providing acceptance and validation—others give things, but not love; love comes from things, not people. Pure Takers use this strategy to deal with a sense of basic or intrinsic unworthiness, which often surfaces as arrogance or a feeling of superiority. Some common beliefs held by Pure Takers are:

- "My needs are more important than others."
- "I should be able to have things my way."

- “I’m better than others.”
- “Others should cater to my needs.”

The Pure Taker’s dilemma is that the initial excitement associated with getting something tangible wears off quickly; as the excitement wanes so does their sense of self-worth. Consequently, they are always fearful of not getting enough, and become involved in a compulsive, insatiable, and sometimes desperate striving for more things to fill the emptiness within. Pure takers have difficulty forming relationships based on reciprocity and giving, and are viewed by others as greedy, self-centered, and ungrateful.

The challenges for Pure Takers are to develop a deeper level of trust in others and a more unconditional sense of self-worth, so they can move away from a focus on getting things toward cultivating relationships and giving.

### **Action Plan**

If your *highest* score is PT, consider the following goals:

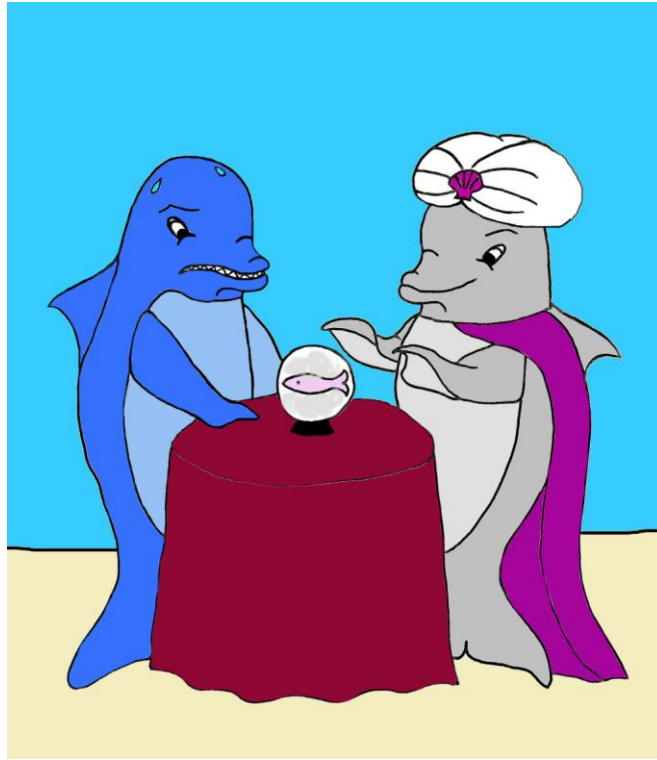
- Explore your beliefs about lacking worth and value as a person.
- Examine why you always seem to need more.
- Explore your fears about not having enough.
- Identify if you have a sense of entitlement.
- Practice being more grateful for what you have.
- Focus on the needs of others.

In addition, if your *second* highest score is:

- RT, DT/G, or MG, explore ways that you can become less demanding, threatening, impatient, compulsive, or impulsive.
- IT, GT, RG, or CG, explore ways that you can move beyond your needs for approval and sympathy from others.

Complete the Action Planning Sheet on page 29

## Insecure Taker



### Description

The Insecure Taker's intention in relationships is to get reassurance in order to validate their abilities. Their *modus operandi* is, "Others are more capable than me; I need reassurance from them that I can do things correctly." To have a sense of self-worth, people must believe that they possess both competence (ability) and character (ethical and moral integrity). Starting at about age 2 children begin "spreading their wings," developing competence by attempting tasks independently. The initial challenges focus on the important tasks of potty training, feeding and dressing oneself. These early experiences are very significant, generating the first feedback about whether or not the child is viewed as being a capable person. Encouragement and reassurance from others affirm the child's sense of worth. Under these conditions, children gradually master tasks and build self-confidence over time, even when they make mistakes. If children are berated and criticized ("You never do anything right," "What's the matter, are you stupid?"), however, their budding sense of self-worth is tainted by shame, and many of them grow up believing that they're inadequate and inferior. Insecure Takers use this strategy to deal with a sense of inadequacy. Some common beliefs held by Insecure Takers are:

- "I'm less capable than others."
- "I have to constantly prove myself."
- "I lack self-confidence."

- “I always need help from others.”
- “I’m a failure.”

Adult insecure takers lack self-confidence. They dwell on what they can’t do and are often afraid to try new things. They tend to place more confidence in other people’s judgment and abilities than in their own, and present themselves as being weak, helpless, and dependent. They need constant assurance from others to bolster their sagging self-worth, making them “high maintenance” in relationships. They’re so preoccupied with their own self-doubts that they have trouble focusing on other’s concerns and giving to them.

The challenges for Insecure Takers are to confront limiting beliefs about their abilities and to develop greater self-confidence, so they can become less dependent and give more of themselves to others.

### **Action Plan**

If your *highest* score is Insecure Taker, consider the following goals:

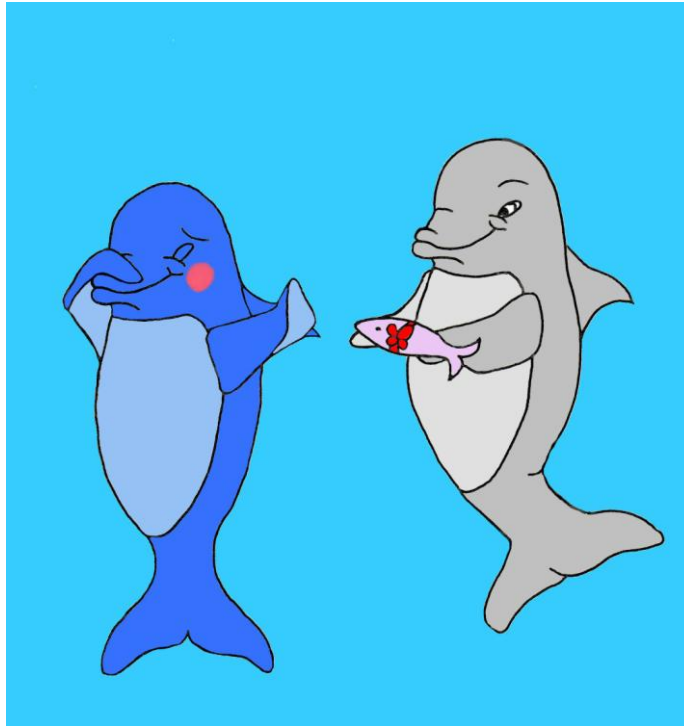
- Explore your beliefs about being inadequate or incompetent.
- Identify the reasons for your lack of self-confidence.
- Stop indulging in self-pity.
- Examine why you trust other people's judgment more than your own.
- Develop greater self-confidence.
- Work on becoming a more empowered person.

In addition, if your *second* highest score is:

- PT, RT, DT/G, or MG, explore ways that you can move beyond your tendency to be demanding, and to accuse and blame others.
- GT, RG, or CG, explore ways that you can move beyond your tendency to make excuses, engage in self-pity, or act helpless.

Complete the Action Planning Sheet on page 29

# Guilty Taker



## Description

The Guilty Taker's intention in relationships is to get approval or validation of their moral character. Their *modus operandi* is, "I need people's approval so I don't feel like a bad person." As mentioned earlier, to have a sense of self-worth people must believe that they possess both competence (ability) and character (ethical and moral integrity). While the development of competence starts around the age of 2 with the advent of potty training, the development of character begins around the age of 3 with the growth of verbal communication. It's during this time that caregivers begin socializing children about the difference between right and wrong, good and bad. This process leads to conflict between the desire to have or do things, and fear of disapproval. Taking cookies out of the cookie jar after being warned is a familiar example. Children with patient and forgiving caregivers grow up viewing themselves as possessing ethical and moral character, reinforcing a positive sense of self-worth. In contrast, children who are continually told that they are "bad" or "no good" view themselves as lacking in ethical and moral character and feel guilt ("You naughty boy, why can't you act more like your sister?"). Guilty Takers use this strategy to deal with a sense of moral deficiency. Some common beliefs held by Guilty Takers are:

- "Others are more deserving than me."
- "I'm a 'bad' person."
- "I always seem to do or say the wrong thing."
- "I should be punished for my sins."
- "I don't deserve to be forgiven."

- “I’m a hopeless case.”

Adult guilty takers see themselves as morally flawed and are plagued by false guilt and morbid introspection. Considering themselves “bad” and undeserving, they feel guilty *receiving* from others and are reluctant to take what’s rightfully theirs. They feel awkward when given a gift, often saying things like “you shouldn’t have,” or “I can’t accept this.” Needing constant reassurance from others that they’re not a bad person, each new mistake reminds them of their fundamentally flawed character. The combination of guilt, approval-seeking behavior, and lack of assertiveness prevents them from enjoying what they have, and leads to conflict and imbalance in relationships. This combination of feelings and behaviors cause guilty takers to be self-focused, interfering with a healthier give and take in relationships.

The challenges for guilty takers are to confront limiting beliefs about their ethical and moral character, learn how to become more accepting and forgiving of themselves, and to work toward a healthier balance among taking, giving, and receiving in relationships.

### **Action Plan**

If your highest score is Guilty Taker, consider the following goals:

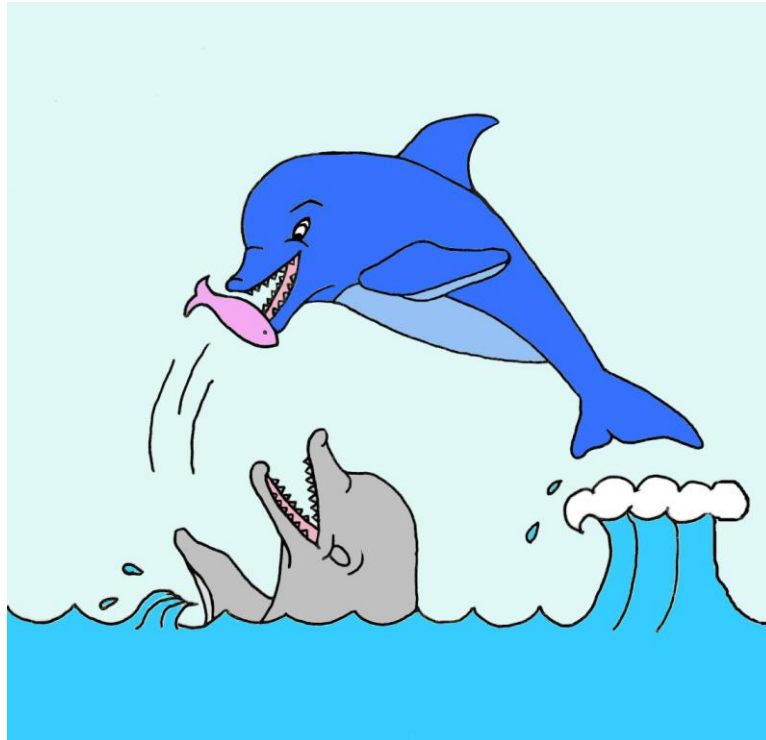
- Explore your beliefs about being a “bad” person.
- Identify why you have trouble receiving from others.
- Forgive yourself for past mistakes.
- Examine your approval needs, and possible co-dependency issues.
- Avoid being overly critical of yourself.
- Practice becoming a more gracious receiver.

In addition, if your *second* highest score is:

- PT, RT, DT/G, or MG, explore ways that you can move beyond your tendency to be passive-aggressive (i.e. express anger indirectly).
- IT, RG, or CG, explore ways that you can move beyond your tendency to be meek, apologetic, and to conform to other’s expectations.

Complete the Action Planning Sheet on page 29

## Rationalized Taker



### Description

The Rationalized Taker's intention in relationships is to get revenge. Their *modus operandi* is, "Nobody ever gave me anything, so I'll take what I want." When young children fail to receive affirmation of their worth and value from caregivers, and instead receive messages that they are incompetent, bad, or both, some of them react to the inner pain of rejection with anger and begin taking it out on others. We refer to this as "having a chip on your shoulder." Often caregivers respond to this behavior with punishment, cementing the Rationalized Taker's emerging self-concept as a "bad," "evil" or "worthless" person. Abused children are more likely than others to have interpersonal problems when they get older. They also tend to be more aggressive toward peers, and aggressiveness in elementary school predicts poor school grades, juvenile delinquency, school dropout, and later criminality and psychopathology. Abusiveness is not the only source of aggressive behavior in children. Permissiveness, lack of standards, and lax discipline are also associated with aggressiveness.

In schools and neighborhoods Rationalized Takers are the bullies, tormenting and intimidating weaker children. They see themselves in a negative light and then act that way, creating a self-fulfilling prophesy. They use this strategy to deal with a world they view as harsh and cruel. Some common beliefs held by them are:

- "I'm treated unfairly."
- "Others are responsible for my problems."
- "People should pay for hurting me."
- "The world owes me."

- “Don’t get mad, get even.”

Everyone has thoughts that life is unfair from time to time, but the Rationalized Taker has a pervasive sense of being treated unfairly, and they use this to rationalize (justify) their behavior to hurt others and take from them. They tend to blame others for their problems and take secret delight when bad things happen to them (“He got what he deserves.”). As adults, many of them end up on the fringe of society or in the criminal justice system, alienated and bitter. Their deep feelings of resentment and explosive bouts of anger pose major challenges to building and maintaining healthy relationships. The challenges for Rationalized Takers are to confront limiting beliefs about self and others, deal with the hurt underneath their anger, and find ways to become a more compassionate, giving person.

### **Action Plan**

If your *highest* score is rationalized Taker, consider the following goals:

- Explore the beliefs behind your anger.
- Examine your rationalizations and the purposes they serve.
- Forgive others for past mistakes.
- Reconcile yourself to the disappointments in life.
- Resist justifying actions that are harmful to others.
- Practice treating others with kindness and compassion.

In addition, if your *second* highest score is:

- GT or RG, explore ways you can move beyond your tendency to dwell on past mistakes.
- PT, IT, DT/G, or CG, explore ways you can move beyond your tendency to keep appropriate anger bottled up.

Complete the Action Planning Sheet on page 29

## Detached Taker/Giver



### Description

The Detached Taker/Giver's intention in relationships is self-reliance and withdrawal to avoid commitments and rejection. Their *modus operandi* is, "I don't need other people; I'll take care of myself." It's normal for children approaching school age to become increasingly self-reliant while still accepting help from others. Some children who found caregivers unreliable or who experienced rejection, however, insist on doing things for themselves and avoid asking for help. They tend to see others as self-centered and question their motives. In response, they distance themselves emotionally and focus on meeting their own needs. Detached Taker/Givers use this strategy to deal with fear of rejection, although they're often unaware of this. Some common beliefs held by Detached Taker/Givers are:

- "If you don't get involved you won't get hurt."
- "People should take care of themselves."
- "I don't need people."
- "People just want something from you."

Adult Detached Taker/Givers attempt to remain in control by avoiding commitments and prizing freedom and self-sufficiency. They don't want to feel obligated to others, or for others to feel obligated to them. It's possible for them to be in relationships, as long as no unwanted expectations or demands are placed on them. When others seek a closer relationship or intimacy, they back away, severely limiting their ability to establish and maintain deep relationships. In order to achieve full maturity in adult relationships, people must be willing to give up some freedom and take on

responsibility for others. This requires an emotional investment in other's lives, and the willingness to make sacrifices for them. People who are committed to others become less self-centered and experience the full gamut of emotions, including joy, sorrow, fear, anger, and frustration. Since Detached Taker/Givers avoid commitments, they often fail to progress emotionally beyond preadolescent development. Consequently, they tend to remain self-centered and seem naïve, shallow, and emotionless.

The challenges for Detached Taker/Givers are to confront their limiting beliefs about other's intentions, explore their need to be in control, and find ways to become more emotionally involved in the lives of others.

### **Action Plan**

If your *highest* score is Detached Taker/Giver, consider the following goals:

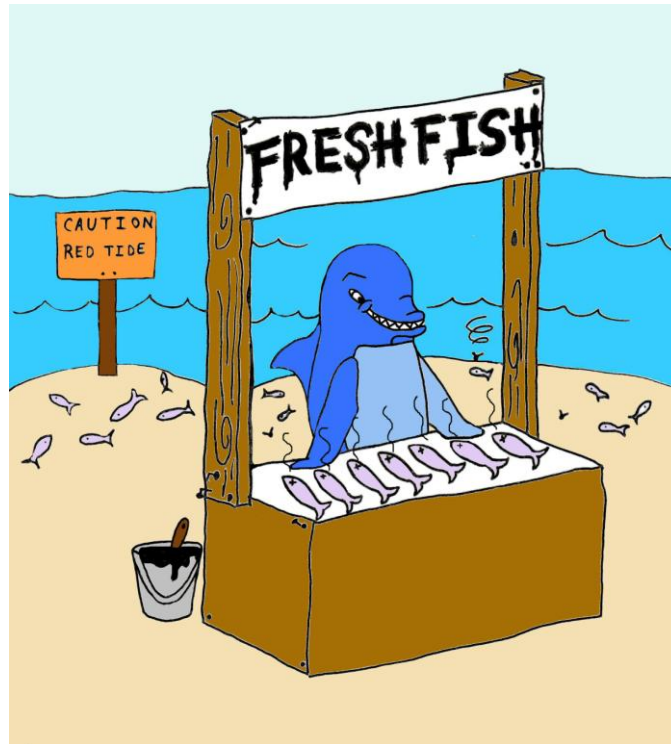
- Examine the beliefs behind your reluctance to make commitments.
- Explore your fear of rejection.
- Forgive others for past mistakes.
- Avoid such generalizations as, "You can't trust anybody."
- Ask for help when needed.
- Look for opportunities to contribute to other's lives.

In addition, if your *second* highest score is:

- PT, RT, or MG, explore ways that you can move beyond your tendency to warn, threaten, and confront others.
- IT, GT, RG, or CG, explore ways that you can move beyond your tendency to dwell on past mistakes.

Complete the Action Planning Sheet on page 29

# Manipulative Giver



## Description

The Manipulative Giver's intention in relationships is to exert subtle control over others. Their *modus operandi* is, "Nobody ever gave me anything, so I'll use them for my purposes." When children are praised for sharing with others, they quickly learn the connection between giving and receiving positive feedback. With additional experiences, they also discover that they can give *in order to* get something they want. In other words, they learn that giving can be a way to control others, getting them to think or act in a certain way. In common parlance, we refer to this as having an *ulterior motive* or *hidden agenda*. When children are berated and criticized by their caregivers, one way to deal with this and to get rid of pent-up anger without being punished, is to subtly control others through manipulation. Manipulative Givers use this strategy to deal with a world perceived as hostile and uncaring. Some common beliefs held by Manipulative Givers are:

- "People are means to my ends."
- "People will cheat you if you're not careful."
- "It's a dog-eat-dog world."
- "Never show weakness."
- The best way to beat people is to outwit them."

Adults Manipulative Givers almost always have unresolved feelings of bitterness and contempt. They get an inner sense of satisfaction by taking advantage of other people. They feel threatened by other people's successes, and secretly gloat over their misfortunes. Whereas the Rationalized Taker gets even by expressing aggressive anger,

the Manipulative Giver expresses anger passive-aggressively by being a con artist. While they are often successful in various types of work such as sales, many of them have difficulty establishing and maintaining healthy relationships, because they see people as means to their ends.

The challenges for Manipulative Givers are to confront their limiting beliefs about other people, explore their need to control others, and look for ways to move from taking toward giving. While therapy can be useful, it won't be productive until they confront their tendency to try and manipulate the therapist.

### **Action Plan**

If your highest score is Manipulative Giver, consider the following goals:

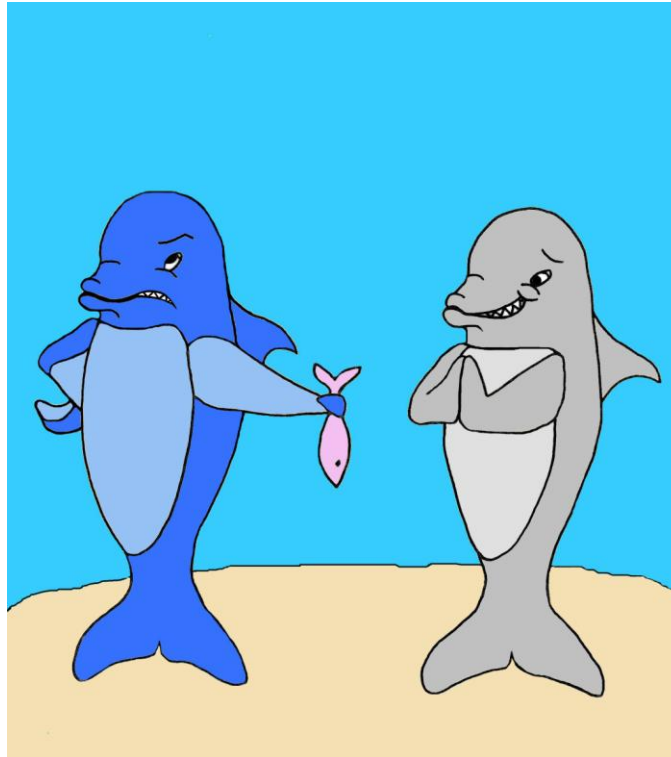
- Explore discrepancies between your stated and real motives.
- Examine your need to control others.
- Work through feelings of bitterness and resentment.
- Be more honest and open in relationships.
- Remove the strings attached to your giving.
- Ask others to confront you when they sense a hidden agenda.

In addition, if your *second* highest score is:

- GT or RG, explore ways you can move beyond your tendency to dwell on past mistakes.
- PT, IT, DT/G, or CG, explore ways you can move beyond your tendency to keep appropriate anger bottled up.

Complete the Action Planning Sheet on page 29

# Reluctant Giver



## Description

The Reluctant Giver's intention in relationships is to maintain harmony. Their *modus operandi* is, "Peace at any price." Reluctant Givers give *in order to* avoid conflict and keep the peace. There's a big difference between Manipulative Givers who have a hidden agenda, and reluctant givers who give because they think feel compelled to do so. Reluctant Givers struggle with *guilt*, but this is different than the guilt experienced by the Guilty Taker. Whereas the Guilty Taker feels guilty receiving, the Reluctant Giver feels guilty for *not* giving. Reluctant Givers use this strategy to deal with fear of being judged as "bad," "stingy," or "unfair." Some common beliefs held by Reluctant Givers are:

- "It's better to go along than to make people upset."
- "Conflict is bad."
- "You shouldn't disappoint people."
- "I'm responsible for other people's feelings."

In their quest for harmony, Reluctant Givers have trouble finding a balance between their own needs and the needs of others. Since they fear being judged, giving although they don't want to allows them to avoid the pangs of guilt—the martyr's stance. They submit to pressures and demands from others as a way of avoiding or ending an argument, and often end up feeling used or taken for granted. While they often feel annoyed by others requests and secretly wallow in self-pity, these feelings don't change their behavior, because of their tendency to regard other's feelings as more important than their own. It's usually obvious to others that Reluctant Givers help out of a sense of

obligation rather than from genuine desire, because they do it in a way that makes recipients feel cheap, uneasy, or threatened. This is in sharp contrast to the Genuine Giver, who helps in a way that creates an atmosphere of trust, and makes recipients feel worthy, confident, and secure.

The challenges for Reluctant Givers are to confront their limiting beliefs about being responsible for other's feelings, to become more assertive about their own needs, and learn how to give more willingly.

### **Action Plan**

If your *highest* score is Reluctant Giver, consider the following goals:

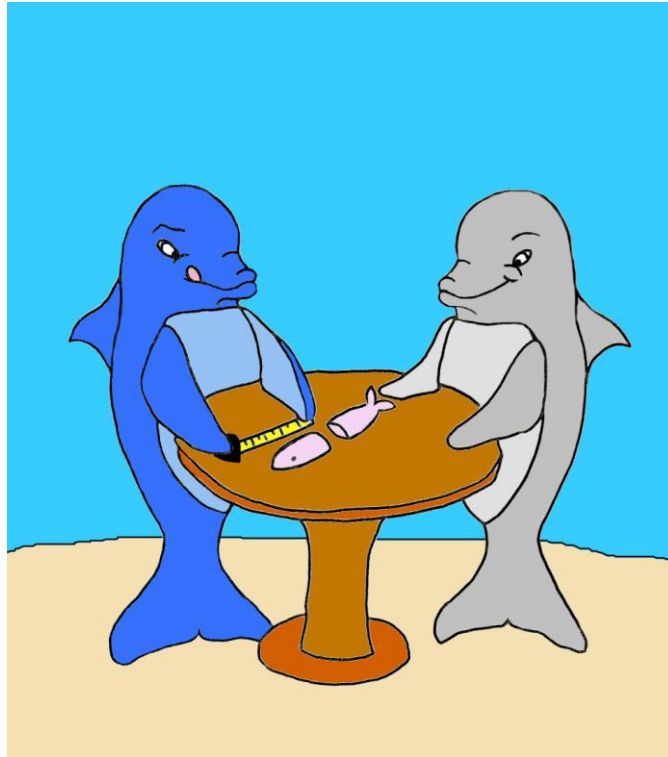
- Examine why you can't say no to others.
- Identify your reasons for your false guilt.
- Explore possible co-dependency issues.
- Become more assertive.
- Develop more effective conflict-management skills.
- Practice becoming a more joyful giver.

In addition, if your *second* highest is:

- PT, RT, DT/G, or MG, explore ways you can move beyond your tendency to judge, blame, criticize, and accuse others.
- IT, GT, or CG, explore ways you can move beyond your tendency to dwell on past mistakes.

Complete the Action Planning Sheet on page 29

# Contractual Giver



## Description

The Contractual Giver's intention in relationships is mutuality used to reach firm agreements. Their *modus operandi* is, "Let's make sure we're clear about what we expect from each other." Contractual Givers are pragmatic, recognizing that give and take is necessary to happiness and success in life. They're willing to give as long as they get what they want in return. In contrast to Manipulative Givers who have hidden agendas, Contractual Givers are above board about their expectations, and they seek agreements that are fair and mutually beneficial. They pride themselves on their ability to negotiate a good deal, but they're not out to profit at other people's expense. Contractual Givers use this strategy to deal with their fear of failure; specifically, it's used to avoid the sense of failure and shame they would feel when being cheated by others. Some common beliefs held by Contractual Givers are:

- "Get it in writing."
- "It's better to be safe than sorry."
- "Get your expectation out on the table."
- "I don't want any surprises."
- "Everything is negotiable."

Contractual Givers tend to be businesslike: formal and structured. This is a tightly controlled, calculated, form of giving, with an emphasis on clear agreements, reciprocity (conditional giving), and fairness. They strive to protect themselves from the shame, embarrassment, and humiliation associated with making a bad decision ("I don't want any

surprises.”). Such giving is commonplace in the work environment (“An honest day's work for an honest day's pay”), and when buying something (“Make sure you look at the small print”), but it's also prevalent in personal relationships (the prenuptial agreement is a good example). While Contractual Givers are usually honest and trustworthy, they often have trouble giving spontaneously, or simply for the joy of making other people happy.

The challenges for Contractual Givers are to examine their limiting beliefs about other people, especially the belief that they're more trustworthy than others, and find ways to give more spontaneously and unconditionally.

### **Action Plan**

If your *highest* score is Contractual Giver, consider the following goals:

- Explore your basic beliefs about others.
- Examine your need to “get it in writing.”
- Identify and work through trust issues.
- Give others the benefit of the doubt.
- Give without expecting something in return.
- Engage in spontaneous acts of giving.

In addition, if your *second* highest score is:

- PT, RT, DT/G, or MG, explore ways you can move beyond your tendency to threaten, warn, confront, accuse, and place demand on others.
- IT, GT, or RG, explore ways you can move beyond your tendency to dwell on past mistakes.

Complete the Action Planning Sheet on page 29

# Genuine Giver



## Description

A Genuine Giver's intention in relationships is love, with a focus on accepting and prizing people as an end in itself. Their *modus operandi* is, "The purpose of life is to help and appreciate others." Genuine Givers are able to make commitments and to honor them. There are no hidden agendas or ulterior motives, but rather open, authentic sharing. They want to know others and be known by them. Having received acceptance, or having worked through rejection and found self-acceptance, Genuine Givers have a deep capacity to give acceptance. They give from a sense of self-worth, not to gain self-worth. They also accept people the way they are now, recognizing that everyone has limitations and is a work in progress, instead of requiring them to change as a condition of being accepted.

Genuine givers are also willing to offer forgiveness for wrongdoing, and avoid harboring bitterness and resentment. When subjected to callousness or insensitivity, they let go of resentment so it doesn't reduce their capacity to give. When good things happen to other people they feel genuinely happy for them, which is one of the defining characteristics of love. In addition they have empathy and compassion for the less fortunate, and devote themselves to improving the human condition.

They offer encouragement, reassurance, and support, and give for the joy of giving. Some common beliefs held by Genuine Givers are:

- "People are an end in themselves."
- "Every person is unique and special."

- “You can’t hurt another person without hurting yourself.”
- “We all need each other.”
- “None of us can be completely well, as long as others are still sick.”

Genuine Givers make sacrifices for others willingly, which is another defining characteristic of love; they give up self-interest to make room for love. Nevertheless, they don’t allow others to take advantage of them. When dealing with others they seek a healthy balance between justice and mercy, accountability and forgiveness. If disagreements arise they deal with them in a direct and forthright manner, so the relationship can be preserved and enhanced. They don’t do or say anything, without first assessing its impact on the relationship. Others find them non-threatening and approachable, and their enthusiasm is contagious. At the same time they’re not too proud to ask for help, and when help is offered they receive it humbly and graciously.

It takes great courage to move toward becoming a Genuine Giver. One has to fight against the prevailing self-centered social climate, as well as deal with personal challenges such as disappointment, loss, betrayal, and heartache. People who wage this noble battle are in a unique position—they can change the world. They have an opportunity to become part of the solution, making a contribution in a world that is desperately in need of helpers and givers.

No one ever becomes a total Genuine Giver; this is a life-long process without any definitive end. Maturity brings greater recognition of the fundamental similarities among people; fear of differences is replaced with an ever-increasing capacity to prize diversity and to foster inclusiveness. We often refer to this as wisdom. Continuous self-examination allows Genuine Givers to identify any limiting beliefs restricting their capacity to offer acceptance and forgiveness.

## **Action Plan**

If your *highest* score is Genuine Giver, consider the following goals:

- Identify beliefs behind feelings of fear, shame, guilt, or anger.
- Let go of any residual unforgiveness.
- Work toward less conditional acceptance of self and others.
- Look for opportunities to become more inclusive.
- Take risks to let others know the real you.
- Identify and correct imbalances between giving and receiving.

In addition, if your *second* highest score is:

- PT, IT, or GT, explore ways you can move beyond unworthiness, shame, or guilt.
- RT or MG, explore ways you can move beyond anger.
- DT/G, RG, or CG, explore ways you can move beyond fears or rejection, judgment, and/or failure.

Complete the Action Planning Sheet on page 29

# Action Planning Sheet

What steps can you take to become a more genuine giver?

Goals	Behaviors

# Interaction Planning Guide

Before an interaction, prepare for it by answering these questions:

<p><b>1. What is the goal of the interaction (intended result)?</b></p>
<p><b>2. What actions will you take to achieve the goal?</b></p>
<p><b>3. What challenges or issues do you anticipate?</b></p>
<p><b>4. How will you deal with these challenges and issues?</b></p>
<p><b>5. If I feel _____</b> <b>I will _____</b></p>

# Interaction Critique Guide

Following an interaction, critique it by answering these questions:

**1. What was the goal of the interaction?**

**2. During the interaction, what were your:**

- **Thoughts**

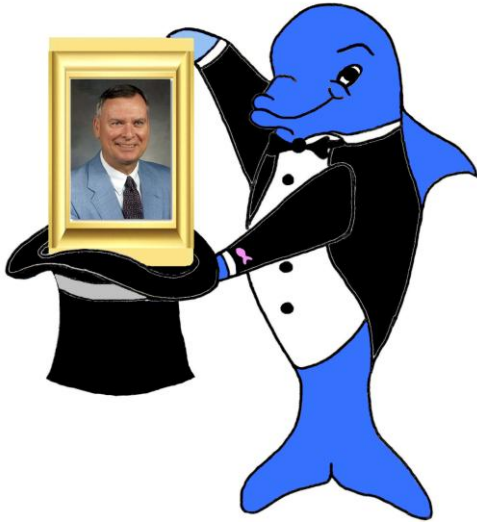
- **Feelings**

- **Actions**

**3. What went well?**

**4. What will you do differently next time?**

## About the Author



When he isn't at the beach collecting shells or appreciating music and art, you'll find **Ken Hultman** consulting, speaking, facilitating personal growth groups, and writing. An award-winning author of six books and numerous scholarly articles on managing change, organizational culture, values, spirituality, and building relationships, Ken received his doctorate in counseling psychology from Rutgers University, and is both a licensed clinical professional counselor, and a registered organization development practitioner. You can contact him through his website, [www.kenhultman.com](http://www.kenhultman.com).