

EMOTIONAL JUDO®

COMMUNICATION SKILLS TO HANDLE
DIFFICULT CONVERSATIONS
AND BOOST EMOTIONAL INTELLIGENCE



**FOR PERSONAL
& PROFESSIONAL
RELATIONSHIPS**

TIM HIGGS



Emotional Judo®

COMMUNICATION SKILLS TO HANDLE DIFFICULT
CONVERSATIONS & BOOST EMOTIONAL INTELLIGENCE

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**Octagonal Base Productions
Sydney**

Published by
Octagonal Base Productions Pty Ltd
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Cover Design: Ilian Georgiev

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*To
Hal and Zabra,
you inspire me.*

Acknowledgements

So many people have helped me get this book to print in all manner of ways, and I am very grateful to all of you.

Thanks to my family and friends for the love, support, and encouragement you have shown, especially my mum, Kayzee.

Thanks to those who have taught me my skillsets along the way; the lecturers, the program leaders, authors, managers, colleagues, and staff. And, of course, my clients past and present who have given me opportunity, experience, and great insight.

To those that sold me, endorsed me, and gave me the opportunities to create content and strut the classroom or stage, thank you.

Thank you to those who have helped me physically produce the book, Jill, Ilian, Anton, Beenish, Tom, Fee, Joy, Nina, and Cathy.

To the fantastic people I have met through SPS, especially my launch team. I am so grateful for your support and assistance in getting this book into the hands of the public; thank you so much.

Special mentions and thanks to: Laura, Mary, Sandy, Peter, Patti, Anya, Kay, Jane, Jo, Craig, Nicky, Dick, Noella, Michael, Lulu, Tom, Lione, Nancy, Stevo, Pete, Natalie, Stu, Tim, Kate, Rodd, Virginia, Nic, Keith, Rahul, Girish, Ali, Joe, Mike, Vic, Lise, Sheri, Kylie, Trudi, Scott and Blair.

About the Author

Publishers often look for one of three backgrounds in a “self-help” author: they have been there themselves and found a way through it (demonstrator); they have qualifications or have done extensive research on the topic (discoverer); they have helped others through the issue they are writing on (deliverer).

Tim Higgs has quite an uncommon background of coming from all three areas.

Although he calls himself a Communication, Confidence, and Command Coach, Tim has a degree in business and a master’s in narrative psychology. He has helped thousands of people conquer challenges in their lives, from the communication issues dealt with in this book, to relationship problems, anxiety, depression, and self-sabotage. Tim has also experienced many of those challenges, which was part of the reason he shifted the focus of his post-graduate studies and changed his career. It took him from sales and marketing professional to private clinical practice and working in a private hospital as a family therapist. In the past fifteen years, he has worked as a corporate facilitator and coach with leaders and managers in many blue-chip organizations in Australia and in Asia.

Tim lives on the Northern Beaches of Sydney, Australia.

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Preface

“The emotional brain responds to an event more quickly than the thinking brain.”—Daniel Goleman

Many years ago, in the early era of the internet, I booked my first flight online for a lovely holiday in Bali.

On arrival at the airport, I walked up to the check-in counter and handed the flight agent my ticket and passport.

She examined my documents and said, "You can't fly out today. You don't have six months on your passport."

Very shocked, I replied, "What? That's ridiculous; I've got four months left on my passport, and I'm only going for two weeks."

"Well, don't get angry with me. It's not my fault; it's the Indonesian government's."

That's when I started to lose my cool. I felt like she didn't care about my situation. I said, "I'm not angry with you; I'm angry with the situation, but if you speak to me like that, I can get angry with you, too."

Neither of us was using Emotional Judo® on that day. Our emotional reactions had us arguing with each other instead of working together. We were not doing anything to defuse the situation. Instead, we were behaving in a way that kept us focused on being right instead of collaborating to solve the problem.

Emotional Judo® is a set of skills I developed years later. It came from studying what good communicators do and forming that into a memorable and usable system. These skills help people to communicate effectively when strong emotions arise. Instead of taking things personally and overreacting, the structured tools you will find in this book, will help you handle difficult conversations, even if others are being difficult too.

When topics are important, we can sometimes be triggered into uncomfortable, frustrating, and anxious responses. We might retaliate and lose

our cool like I did at the airport. Others may cope by avoiding conflict and not speaking up at all. Hence, we may not stand up for ourselves to assert our views, needs, or boundaries.

We don't even have to have someone else trigger us to communicate in a way that creates tension. We may place ourselves into a dominant position because we enjoy it. We might feel more in control when others fear or revere us. To avoid rejection, we may also place ourselves in a submissive position because people may not like us if we have opposing views.

Humans are emotional beings. So, it is easy to fall hostage to our own emotions or to the feelings or whims of another.

As a result, we need to find a way to feel more comfortable in stating our points of view. At the same time, others need to feel comfortable, too, even if our stance or viewpoint is different from theirs.

Emotional Judo® provides you with structure that helps you feel more confident and calm. The structure also allows the other to feel safe. You can then work together without the conflict and drama to find acceptable outcomes.

The tools are powerful, simple, and memorable.

You can use these tools in almost any situation where you talk to people. You could be at work, with your family and friends, or even with strangers.

When emotions run high, such critical skills, can help you move to the best outcome safely and as quickly possible. Your health, your sanity, and your relationships all benefit, as a result.

What Happened?

I am not proud of how I handled the situation that day at the airport.

In my defense, I was shocked and reacting to the anxiety that I had somehow made a mistake. I was afraid that I would have to pay for a new ticket, which I could not afford at the time. So, if it was my fault, I was worried my holiday was going to disappear completely.

I'm not sure what was going on in the life of the woman who waited on me that day. I do know she could have been much more effective had she had better training in dealing with upset customers. And, now I know I could have handled the situation better too had I known then what I know now about managing the emotional space between us.

She ended up transferring me to another staff member. He did know many of the positive skills that now make up Emotional Judo®. He empathized with the difficulties of booking on line and my disappointment in not being able to fly out that day. He was then competent in fixing the problem.

As it turned out, it was not my fault, according to the ticketing rules. I did get to fly out to Bali two days later at the airline's expense. ...after paying a hefty premium to the Passport Office for a same-day passport.

Introduction

“Knowing yourself is the beginning of all wisdom.”—Aristotle

Imagine for a moment your workplace or personal relationships. Some are probably good; some might need a little help.

How might your life be different, and what could you achieve, if you had the skills to minimize conflict and the confidence to speak up? What if you could speak your truth with respect and not rub people the wrong way?

Now imagine that others you work with or you have personal relationships with, also have the skills and confidence to collaborate with respect and honesty; the skills to keep emotion in check. How many bruised egos might be avoided? How many mistakes, misunderstandings, and conflicts might be averted? How many customers might be enticed or kept? How might staff members feel more engaged and motivated? How would productivity be enhanced?

Over the past 21 years, I have helped many thousands of people deal with relationship issues; both, as a narrative psychologist in private practice and as a corporate facilitator and coach in a work setting. Of all the things I facilitate and teach, I have found the skills you will learn in this book, have been the ones my clients have most keenly received and truly appreciated.

During that time, I have studied and modelled the best communication techniques of people who are good at managing and solving tough interactions with others. It isn't that these people are magical; they use deliberate tactics to get the best outcomes in difficult circumstances.

After gathering the best, tried, and tested techniques, I have packaged them into ten tools called Emotional Judo®. Each tool is a mnemonic or memory device. This makes them easier to understand, remember in difficult situations, and use.

Many clients have been greatly relieved to find a way to say “no” without offending others. Some clients have been thrilled to learn a skill that defuses

disagreements and leaves both parties feeling respected and heard.

This is true for people who are overassertive as much as those who are passive. That is, those who come across as aggressive and sometimes alienate people as well as, those who freeze and often don't speak up. It has also been useful for people who find themselves occasionally lashing out in defense.

Take Mary, Phil, and Rob as contrasting examples.

Mary came to see me at the urging of her boss. Mary was a technology librarian and had a bad habit of taking on more and more tasks and projects. She did this, both to please people, and because she had difficulties saying no.

On closer inspection, Mary had had this issue all her life. She had a string of eighteen-month to two-year stints on her resume, meaning, when the tasks she had taken on got too much for her, she simply changed jobs. Rather than learning tactics to stop or readjust the flow of her work, Mary hoped that the change of "geography" would make the problem go away. It never did; it simply followed her from job to job.

Mary revealed something to me that she had not told her boss. She was considering resigning from her current position. Apparently, her husband was threatening to leave her, because Mary was working very late each week night. She often stayed at work as late as 10:00 p.m., yet she did not hold a position or earn a salary that warranted such hours.

Mary was trying to please people on two fronts: her husband and her boss. However, she realized that her husband, who had been very tolerant to date, was more important to her.

Fortunately for Mary, her boss valued her work and cared about her and could see she was struggling. Hence, he sent her to me, so she could get help.

Phil, on the other hand, was an IT consultant. He wanted to be liked by people but really didn't think he was particularly likeable. So, to family, friends, and colleagues at work, he would criticize and put others down. He would launch pre-emptive strikes to build himself up rather than potentially be rejected. It was a poor strategy on Phil's part, thinking that this behavior could possibly cause him to earn the friendship and respect of others. But it was a holdover from his school days, when he was rejected for being smart and a bit of a nerd.

At least by being nasty before anyone else had a chance to be, Phil avoided being rejected for “who” he was—in his mind, anyway. Phil’s behavior did more than cause relationship problems. It was affecting his career progress. Despite his seniority at work, he was passed over for leadership roles, prompting him to be even more defensive.

Rob also had issues of getting people off side. He gave a clue to this in a coaching session I was having with him. He said about the people he led, “I don’t care if they like me or not, I have a job to do.”

Rob was involved in project management in the construction industry. He came across as a nice enough guy (to me). The problem was that he had a bit of a “divide and conquer” leadership style. When he felt things slipping from his control, he would exert more force and wield his power to get his outcomes. This was causing staff complaints, staff leaving, slippage in his delivery, and costing his firm in recruitment fees and lost productivity. HR was not happy with his conduct, and training with me was part of the solution.

In this book, you will meet many other people in real-life circumstances just like Mary, Phil, and Rob. Their identities have been changed for confidentiality reasons. But the issues they faced and the ways they were solved are what is important.

You will read about how Mary overcame her fear and learned how to say no and set boundaries, with Emotional Judo® techniques. You’ll also see the other extreme. Phil learned how to manage his combative manner and stop putting people off side, by using Emotional Judo® to soften his approach. Rob gained greater commitment and accountability from his staff by using Emotional Judo® instead of force and control. Ultimately, he reached his goals with less stress on himself and his staff. And there are many more examples of workplace and personal relationships of varying types and differing ages.

All the people in these examples had issues with setting appropriate boundaries, and all of them were hijacked by negative emotions that stopped them from relating and communicating diplomatically and productively.

All of them benefited from learning Emotional Judo®. If you find a person with a similar problem, be assured that you also can learn how to solve your own with these tools.

Becoming adept at a proper martial art can help people face threatening physical situations with more confidence. In a similar way, Emotional Judo® gives you skills to help you in tough encounters with difficult people. It helps you safely navigate emotionally tense situations.

Before we move onto *how* you can master Emotional Judo®, let's preview the structure of this book so you know *what* to expect.

The book is divided into three sections.

Section One: Who and Why? – considers who needs Emotional Judo® and why, and introduces you to eleven mini case studies to show the different scenarios that Emotional Judo® techniques can help. You may see one or more situations that are applicable to your life.

Section Two: How? – teaches you how and when to use ten different communication structures that can manage a variety of difficult situations.

I mentioned before that the tools or structures are mnemonics and have been designed to help you master them with ease and speed.

Many of these mnemonics are acronyms that relate to the subject at hand, so you can identify and remember the steps.

Some people love acronyms as they help them with recall; some people don't like them, possibly because they have learned other ways to memorize. If you happen to fall into the latter group, please don't let the acronyms get in the way of the important information that lies within them. If you have other ways to remember, great; it is the structure and how it is deployed that is most important.

Having memorable structures is the first step to building confidence because you know you have something to fall back on when troublesome emotions enter an interaction. Once you master the techniques, your confidence will increase even more, leading to greater self-respect, because you either spoke up, or managed to keep your cool. People around you will also develop greater respect for you.

With the Section Two structures covered, we move on to the final section of the book.

Section Three: What if? – revisits the mini case studies to see what happened to the people in them. We discuss strategies to help you move faster to mastering the structures. We also examine what to do if people are under the influence of drugs or alcohol or have a personality disorder.

A quick announcement and then we will move to the juicy stuff.

To make remembering and understanding even easier, I have also created **a cheat sheet and wallet card to prompt you in times of need**. Please go to www.emotionaljudo.com/cswc

They probably won't make full sense until you learn the Emotional Judo® tools, so the link and directions are repeated at the conclusion of this book. Happy Reading.

Section One

Who and Why?

“People work better when they know what the goal is and why...”—Elon Musk

Who needs Emotional Judo® and why?

When it comes to dealing with difficult conversations and situations, people tend to fall into two common ways of responding: they flee or fight.

Most people avoid (flee) conflict or dealing with difficult people. After all, it brings up uncomfortable and negative feelings. As a result, one or more of three things is likely to happen:

- They often do not get their needs or wants met because they don't voice them.
- They feel pushed around and controlled by others and are often resentful of this. They might also give themselves a hard time as a result.
- They can end up behaving passive-aggressively by giving “the silent treatment” or undermining others. This is because they don't know how to address their issues in a constructive way.

On the other hand, some people often find themselves caught in difficult conversations. They may quickly lose their temper, try to force others to their own point of view, or dig in their heels (they *fight*). Afterwards, they may feel sheepish and wonder how things got so out of hand. Or, some brutes force their way to an outcome because the other party backs down. The brute walks away feeling satisfied with the result and wonders later why people avoid them, gossip about them, or derail their outcome in some way.

In this section you will meet some people, other than Mary, Phil, and Rob, who have benefited from Emotional Judo®. You may find their situations resonate with you. Hence, you can be assured that you can also get some solutions for your difficult encounters.

First up, I will share why I use Judo as an analogy. A martial art might seem like an odd choice because it could be linked to aggression, but Judo has

a special quality, perfect for handling difficult conversations.

1. Why Emotional?

“All conflict can be traced back to someone’s feelings getting hurt...”— Liane Moriarty, Big Little Lies

Why “emotional”? Why not just “communication”? Isn’t emotion the problem?

Over the twenty-one years I have trained people in leadership and communication, I have usually asked them to define “conflict”. There are often misconceptions about the meaning. Most people answer with, “It’s a difference in points of view, opinions, or values.” These items might trigger conflict, but they are not what conflict is.

The other common answer is “a disagreement.” But isn’t it possible to disagree on something and not be in conflict? So that’s not quite the answer, either.

Of course, anything that gets in the way of what you wish to achieve conflicts with your objective. However, this is not helpful when it comes to people.

Between humans, conflict occurs when the disagreement or difference is linked to negative or destructive emotions.

If people just didn’t get emotional about things, life would be a lot easier. It would also be incredibly boring because we would have to get rid of the “feel good” emotions, as well.

Having uncomfortable emotions is part of being human. They alert us when something is wrong or threatening. If we didn’t have them, we would not have survived as a species.

We all connect emotionally to things we deem important. So, we are likely to get emotional if those things are threatened. And, if it isn’t the content we are invested in, then we often react to how others treat us for our perspective or “difference.”

That is what Emotional Judo® is all about. To make conversations less difficult, we need to manage the emotion as well as the content. Hence,

Emotional Judo® boosts our emotional intelligence.

Emotional intelligence is made up of four areas:

- Awareness of our own emotions
- Managing and using our own emotions constructively
- Awareness of emotions in others
- Interacting with others in a way that helps them manage their emotions for constructive outcomes

In Emotional Judo®, you learn to recognize your emotions and empathize with others. The structure of the skillsets then helps you manage the emotional space between you.

For those people who shy away from conflict because it's uncomfortable, this book has your answers. If you could find a way to feel safer when you communicate, how much easier would your life be?

For those of you who often find yourself in conflict or in difficult conversations. Maybe you find it hard to contain your feelings or you're a bit blunt. Well, this book also has your answers. How much smoother might things run if you could manage your emotions and deliver a constructive message?

2. Why Judo?

“One thing that I learned from judo... Maximum efficiency and minimum effort.”—Ronda Rousey

Why choose to compare dealing with people diplomatically to a form of martial arts? After all, doesn't martial arts generally imply violence and physicality?

Yes, it's true, all martial arts employ some level of physicality. The reason “Emotional Judo®” is a great metaphor is that the word Ju-do means “the gentle way” in Japanese.

Kano Jigaro, the founder and developer of judo, sought an approach to martial arts that gained maximum efficiency with minimum effort. He also considered that the discipline of judo created mutual welfare and benefit via "gentleness controlling hardness."

Emotional Judo® also seeks to use these principles.

No doubt, you could probably cite many instances when violence, aggression, and force won out over others. Yet, strength does not always have to come from those more physical areas. Strength can come from clarity of purpose, awareness, and confidence, as you will soon see. And confidence can grow when people have structure and know what to do in difficult circumstances.

People who learn martial arts usually grow in confidence simply by being practiced and knowing what to do when presented with a difficult situation. In some instances, they never need to put their physical knowledge to use because their confidence helps them avoid such circumstances—perhaps they unknowingly use *Emotional Judo®*, instead.

3. Judo versus Karate

“The purpose of the study of judo is to perfect yourself and to contribute to society.”—Kano Jigoro

In my corporate communication workshops, I used to ask people what was the difference between judo and kung fu? That is, until one smart aleck in my class said that one is Japanese while the other one is Chinese. So now I always make the comparison using judo to karate.

For readers who know Jackie Chan movies more than *The Karate Kid*, karate is like the Japanese version of kung fu. Kung fu and karate are martial arts that are very jarring. They involve punches, kicks, blocks, counter punches, and counter kicks.

The energy between the opponents is being blocked or stopped, and more energy is brought in to each counterpunch or kick.

Phil, the IT professional we met earlier is a great example of this in communication. At the start of their relationship, when Phil would criticize his wife, she would fall silent. He would win the encounter convincingly with force. Once they had children, if Phil started criticizing them, his wife would defend them. She would then retaliate by criticizing him. A poor pattern of communication had developed between the pair, where strikes were met with counter-strikes.

They had developed habits to lash out at each other. This is a practice I call “Emotional Karate”! It is the unhealthy use of force to gain the upper hand in communication.

4. The Jems

People who have benefited from Emotional Judo®

“...every adversity has the seed of an equivalent or greater benefit.”—W. Clement Stone

Ajudoka is the name for a contestant in real judo. To simplify that in this book, we will call anyone who uses Emotional Judo®, a “Jem.” This is a contraction of the words Judoka and Emotional. After all, if you can manage emotion well, you are sure to be considered a “gem.”

We’ve already met Mary, Phil, and Rob, and now we are going to meet some more Jems. These are real people who attended my workshops or private practice, with big communication challenges. They either had problems with speaking up or they would treat others poorly via the way they communicated. Either way, it led to problems in relationships, wasted time, missed opportunities and outcomes, and problematic emotions.

In this chapter, you will discover each person’s challenge. Once you have learned the structures of Emotional Judo®, we will revisit the cases. You will read how each person used their new skills to successfully deal with their interpersonal problems.

At the end of each case-intro in this chapter I will ask you some questions. This will help you reflect on your own behaviors and highlight how that person’s story may resonate with yours. You will gain more value later, by reading how that person solved their problem.

We start with the workplace cases, then move to personal relationships.

Win-at-All-Costs Wendy

Wendy was a single parent, juggling two teenagers and a full-time job. Perhaps with her many demands, Wendy had become a “no-nonsense” person. She was not too tolerant of those who did not see the world the same way she did.

I was alerted to this at the beginning of a workshop when she declared that the outcome she wanted for the day was to learn how to “deal with stupid people.” She revealed that she often had problematic encounters with people, and her manager had sent her to the workshop.

Wendy would often use sarcasm or patronize other staff members. On occasion she might speak to customers in a similar way. She was annoying team members and causing friction.

A similar issue was happening for Wendy at home. Her children were mirroring her confronting habits.

Of course, it wasn't her. In Wendy's mind, there just seemed to be a lot of “stupid people” in the world.

Wendy needed a way to maintain her cool when people didn't see the world as she did. She also needed a way to impress her point of view respectfully rather than force it on people and rub them the wrong way.

Do you suffer “fools” poorly? Are you impatient when others are not as quick as you? Are you prickly and sometimes aggressive or passive aggressive when people do not see the world the same way as you? Are you relating poorly due to a hectic schedule? Do you work with someone like this?

A Bloodbath

I have dealt with some hostile audiences in the past. Some people don't believe they should be in training because they see it as a penalty; others believe they know the subject backward. On one particular day, I walked into a bloodbath.

The subject was customer service. I had trained many groups for this organization in Sydney, which had all been well received. I now faced ten people from the same firm in another Australian City, who were not happy to be there. To be fair, their management had poorly communicated the purpose of the training. These participants saw it as a penalty and a message that they

were not performing well. While the firm did want to lift the standard of service, the main aim was to give the team skills to deal with difficult situations. They often dealt with time delays, a lack of resources, and unreasonable customer expectations.

These participants were highly trained, technical experts and did not like being told how to do the job. They especially didn't want advice from a non-technical person—me!

I could see the reason for their hostility, but they were behaving the way they sometimes handled customer issues. I had been briefed that they could become patronizing and defensive if challenged by people not at their level of technical knowledge.

I needed to use some Emotional Judo® to defuse the bomb that was ready to explode. I had to buy myself time to provide them with something they would see as valuable. I then started to teach them some of the techniques I had just used.

At one stage, Eric, who was one of the main agitators, said, “All customers are concerned with is getting their problem fixed. Spending time empathizing with them is just delaying that process.”

I could see I had my work cut out for me.

The team needed skills to manage frustrated and demanding customers. They then needed to artfully take control of the situation without patronizing and re-angering the customers.

Do you use your intellect and subject matter expertise as a tool to put others down? Do you sometimes use stalling tactics and bureaucracy to resist people who may be in a superior position, such as customers and senior managers? Can you empathize?

Know it All

There was nothing Helen was going to get from coming to my management course. She had an MBA and knew it all. She didn't exactly come

right out and say those words, but she did let the whole class know she had been *sent* on the training because *all* managers had to attend.

On the first day, we went through various issues and management essentials. Helen would always add an extra piece of information when I answered participants' questions. On the second day, when we started into Emotional Judo® techniques, Helen was a lot quieter. She realized she had a habit of patronizing people with her manner and divulged that while her staff were obedient, they did not take initiative. They also coasted and relied on her to solve issues.

Helen needed skills to be able to foster collaboration and mutual respect with her staff so that they felt like they could grow and start to take initiative.

Are you often dispensing advice and solutions? Do you need to be in control? Is it at the expense of growth and collaboration? Do you use your knowledge and qualifications as a way of distancing yourself (usually) above people?

A Cultural Conundrum

I can't claim that Emotional Judo® works in all other cultures and languages. It may not work in North Korea, for example. I can tell you two encouraging things about it from a cultural perspective.

Firstly, Emotional Judo® is based on a psychological principle all people experience, no matter their background. Secondly, when I have trained Emotional Judo® skills to people of different ethnic backgrounds in Australia and other countries, they can do it.

Without revealing the cultural backgrounds of the people involved, here are two brief examples.

Bert was a manager in a multi-national firm I consulted to in Australia. He was on exchange from his country of origin. The organization had experienced complaints from some of his staff regarding his management style. Because of this he was placed on a training I was conducting. Halfway through teaching the group about empathy, Bert went into a rant for a full five minutes. He

complained about how the young generation doesn't show respect for age anymore. He said that I was potentially creating "little emperors." After empathizing with his views, I validated his perspective. Many managers I had worked with shared his view, regardless of cultural background. I assured him there were other steps in the technique to counter his concerns.

What Bert needed was a way to deal with staff who did not simply obey him because of his title. If staff questioned and had opinions it did not equal disrespect. He also needed to offer them respect and stay in control without using force.

Michael, on the other hand, was from a different country of origin. He was now a permanent resident of Australia and a manager in a manufacturing firm. He was well qualified but not very effective in his role. He shied from conflict and really wanted people to like him. He did not reinforce boundaries. As a result, his staff took advantage of him. It was causing him stress and he was missing targets.

This is a problem for some individuals no matter what their cultural background. But as Michael and I discussed, it was definitely a strong pattern in his culture.

Michael needed a way to raise difficult issues and deal with pushback strongly but diplomatically. He had to override his personal and cultural need to be liked when having business conversations.

How do your cultural assumptions and habits play out in culturally diverse environments? Do you expect respect, simply for age and position? Do you become more controlling or back down when you sense insubordination? Can you deal with pushback?

Selling Sally

We all sell ourselves in the business world. We may have suggestions for our manager, we may need to get other parts of our organization on board. We may simply want to demonstrate our capability within our team.

Although Sally is in sales, this vignette could apply to anyone who works in government, private enterprise or not for profit.

Sally had great relationship-building skills and had drifted into sales as a result. She found it hard to deal with customer objections and keep commercial boundaries for her firm. Sometimes, she would sympathize too much with a potential client. As a result, she would not provide them with another perspective or manage their expectations. On other occasions, she would go 180 degrees in the other direction by trying to argue a point with the client.

Neither tactic was producing good results. It was now crunch time. Although Sally was a nice person and people liked her, she was not achieving her targets and was in jeopardy of losing her job. She needed a way to diplomatically address customer concerns and still be able to provide new perspectives to add to or counter the issues.

Are you losing business because you don't know how to diplomatically deal with objections? Do you force outcomes and then potentially lose repeat business? Have you given up trying within your own office because you don't know how to counter resistance?

Kara the Karate Kid

I met Kara and her mom when I was a family therapist at an addictions and mood disorders hospital in Sydney, Australia.

At school, Kara had been a high performer. However, in her first year at university, in her late teens, she was admitted to the hospital for depression.

Kara and her mom had not developed a strong set of individual boundaries. While having her mother involved in all her business had worked in high school, it certainly was not working for Kara as a young adult.

Not only was it causing family problems; Kara's depression meant she fell behind at university. She could not proceed with her cohort and had to do an extra six months.

Kara needed to learn how to say no and give feedback to her mother in a healthy way. She had to stop either lashing out in a karate-like fashion or completely withdrawing from communication—and life—in defeat.

On the other hand, Kara's mom could also benefit from learning some Emotional Judo®. She needed to accept and understand her daughter's newfound strength and separation. Mom also needed to observe her own boundaries.

How are your boundaries? Do you get caught up in other people's stuff? Are you having issues with family members? Are you or other family members experiencing issues with depression or anxiety? Is that caused by or the cause of the way the family members are relating?

Back-down Bill

Back-down Bill had the opposite problem of Kara's mom.

Bill had separated from his wife but loved his children and valued the two days he spent with them every two weeks. He was afraid that if he disciplined his children, they would not want to spend time with him.

So, Bill became the “Doting Dad.” He was lots of fun but did not discipline. As a result, his children could easily manipulate him. Bill was acting against his values. He needed a way to live by his rules in his home. He needed the children to respect those rules, without him alienating them.

Parents in this situation sometimes see things in a black-and-white manner. Emotional Judo® helps them to chart a course through the gray areas.

Note: Parenting can be a difficult task. Children can go through big changes, especially in their teenage years. They can face pressures with school, peer groups, social media, and budding, romantic relationships. Emotional Judo® may not be the complete fix for all parenting situations. However, it is vital to keep mutually respectful lines of communication open; understanding kids at an emotional level is important.

Are you acting against your values? Are separation issues straining your parent child relationships?

Dorothy the Doormat and Oscar the Over-Rider

Dorothy was a lovely person but quite lacking in confidence. People at work often walked all over her, and at home, her husband and adult children treated her no better. Oscar, her husband, loved Dorothy, but pretty much everything in their lives revolved around him. He was an accountant by profession and had his own practice, where he liked order and control. That was also how he liked things at home, and Dorothy did as he expected to keep the peace. Dorothy's children were worried about her. Since they had grown up and become independent, Dorothy was becoming less involved in life and more anxious. However, despite their good intentions, they often took advantage of her.

Dorothy needed some tools to assert her boundaries and say "no" on occasion, as well as tell others about how their behavior impacted her. If she was to shake off the doormat label by using Emotional Judo®, Oscar needed to adjust to her newfound strength. He would need Emotional Judo® tools and awareness, too.

Are you becoming less confident? Are you able to voice your needs and say no? Has there been a shift in the dynamics of your relationships?

Controlling Caroline and Reluctant Ron

Caroline and Ron almost had the reverse issue of Dorothy and Oscar. Ron was an engineer who had made a good sum of money working in Asia early in the couple's marriage. Caroline had trained as a vet but gave up working to concentrate on parenting when she and Ron had children.

With the money they had earned in Asia, they were able to buy into a wealthy neighborhood and expensive lifestyle in Sydney.

As time progressed, Ron became depressed. He developed a sense of hopelessness about his life. His practice was not as lucrative as he would have liked, and Caroline could not return to work as a vet. She had long since lost her license—and possibly her confidence—to practice.

The more Ron withdrew, the more Caroline tried to control him. The more she did this, the more Ron withdrew, and the cycle continued.

There was more than just a communication issue going on here but the inability to talk added to the issue. At one stage during the couple's therapy, I split them up and spoke to them individually. Ron divulged some things that he was not happy about in his relationship with Caroline. I suggested he needed to share these issues with his wife.

His response, looking over the top of his glasses at the younger therapist (me), was very pointed: "Tim, you don't know the emotional reactions Caroline can have."

In other words, Ron had tried to communicate with Caroline in the past, but it had gone poorly. So, he had learned never to do it again. He needed some tools to safely open dialogue with his wife. He also needed a way to deal with her emotional reactions if they arose.

Caroline needed to allow Ron to share his views. She needed to feel at ease with him holding a different view and engage in a way that wasn't so reactive.

Do you react poorly when people see the world differently to you? Could you be threatening the health of your relationships? Do you shut down around the threat of conflict? Are you able to have important difficult conversations?

Feuding Fiona and Frances

Fiona and Frances were sisters who were very competitive. Born quite close in age, they had competed for parental attention, boys' attention, and in sports and music. Yet, they also loved each other and would support each other when one experienced a difficulty outside of the family. Now in their

forties with families of their own, they often got into trivial arguments that ended with hurt feelings and periods of “no-speaks.”

Frances, the younger sister, had been consulting me already, about issues she was having with her husband. However, in one session, she was furious with Fiona. A recent argument between the pair had ended badly.

In the heat of the moment—and to win a point over her sister—Fiona had brought up some personal facts about Frances and her husband. Frances had shared these details with her sister at a vulnerable point; a time when Frances was having marital difficulties and needed to vent. Fiona had been supportive at the time. She had then turned around and used the sensitive information against her sister.

Some siblings can behave badly with each other at tense, emotional times. In this case, both sisters needed Emotional Judo® skills. But, because I only worked with Frances, she was the one who got the tools. Frances needed skills to protect herself while keeping her relationship with her sister intact. Because, as Frances reported, Fiona was really good at emotional karate.

Are you triggered into old patterns with siblings? Do you use the silent treatment to teach a lesson to others? Do family members betray your trust?

Broken Bandwidth

Although this vignette relates to personal relationships, it can also apply to the workplace. Lucy was a client in her late thirties with two teenage children. She complained in a therapy session that she had just spent a week at her mother’s, who lived in another state. According to Lucy, it was like torture.

Lucy described her seventy-year-old mother as very conservative and narrow-minded. The pair were not on the same bandwidth and fought and argued the whole week.

In Lucy’s view, her mother took no interest in Lucy’s life. She only wanted to talk about boring things from the past. Lucy felt unimportant. She responded to her mother’s behavior in a somewhat childlike manner.

This is a common situation in adult relationships between parents and children, no matter the gender. Sometimes, the younger generation reacts to the older not moving with the times. Sometimes, the older generation disapproves of their adult children's choices. Often, both are triggered into historic roles. They have not renegotiated their adult relationships. The word "child" comes with some loaded meanings and can prompt poor behavior patterns in both the older and younger generation.

I couldn't work with Lucy's mum. However, Lucy needed to find a better way to communicate. She needed a way that showed respect to her mother and, at the same time, honored Lucy's views.

Do you find it hard to get on the wavelength of other generations? Are you triggered into old patterns with parents? Is someone in your life, work or personal, self-centered?

In Common

While each case study has its own unique variables, the behavior patterns seem to fall one of two ways. Some people act aggressively, and cross the boundaries of others. Others have a difficulty in speaking up and setting boundaries.

The common element between all the people in the cases is emotion. For some it is the inability to manage their own emotions. For others, it is hard to deal with the emotions of others. By mastering Emotional Judo® we boost our emotional intelligence. As a result, we relate in healthy ways to achieve positive outcomes.

Section Two

How?

“What happens is not as important as how you react to what happens.”—Ellen Glasgow

So, how do you do Emotional Judo®?

In this section of the book, I am going to introduce you to the seven main concepts of Emotional Judo® and how you can use them to deal with difficult interactions with others. These tools underpin all relationships, but you will find there are some differences in the way a couple of tools are deployed in business versus in personal relationships.

The seven Emotional Judo® concepts are:

1. Emotional Judo® Rules—Positioning in relationships
2. Trust—The A, B, C, D, and E
3. EASE—How to say no diplomatically and set your boundaries.
4. WAIT—Assessing the scene
5. U WIN/I WIN—How to bring up difficult issues with others
6. The Seven Types of Pushback you are likely to get and how to handle them
7. The Karate Kitbag—Five extra tactics for special situations where you do judo and they keep doing karate.

5. Emotional Judo® Rules

“We must make some rules so they will know who won.”—Kano Jigoro

Earlier, I mentioned Jigoro Kano. He was an athlete and educator and the founder of judo. Kano started by teaching moves as self-defense, developed from the more aggressive jujitsu. However, as the above quote suggests, when two opponents competed, there needed to be some way to tell who excelled over the other; who was the superior judoka (a person trained in judo).

Of course, we don't want to do that in Emotional Judo®. The aim is not necessarily to beat the other but rather to not be beaten. In other words, we want it to be a draw, where both parties feel they have won; that is a win/win situation.

To do this, we need to set some limits or boundaries and make sure we understand the rules, if only to make sure others do not take unfair advantage of us. In the absence of agreed and explicit rules, people tend to make their own rules up.

Just like in judo at the Olympics, or in other sports such as tennis or football, there are boundaries and written rules. Yet, in personal relationships, there are often no clearly defined rules. We often learn how to behave in our relationships from our upbringing. If you are married, you may have taken vows, but how those translate in the modern day is vague, especially with cultural differences. Most relationships—girlfriend and boyfriend, same-sex couples, parent to child, and friendships—just kind of develop. Apart from those big ones enshrined in law, such as physical and sexual taboos, boundaries and rules in personal relationships are often ill-defined and implied. They are not negotiated or written down.

In the workplace, there are usually organizational policies that guide employee behavior, but that depends on how big the organization is. It is also possible that some people in positions of power “skate” the rules just enough to not conflict with Human Resources. Those subjected to this behavior, who

need the paycheck, may submit, and not know the best way to get their needs met.

Similarly, there are some employees who are very good at pushing the rules and policies to the limit, to side-step obligations. This can be difficult for leaders and managers to handle, as well as the team mates of the offending employee.

It is important to write down our rules, boundaries, and agreements in both personal and workplace relationships. These are the foundations to fall back on, just as you would with a financial contract you have signed.

The skills you will learn in this book will help you with the process of creating rules and boundaries, because they allow you to negotiate more effectively. However, while these negotiated rules and boundaries are important, they are not the ones I am referring to in this chapter.

The boundaries and rules of relationships I am going to share with you here are millennia old. You just may never have considered them before, even though you experience them every day.

It's a bit like the joke about the two fish. One says, "How's the water?" and the other fish, puzzled, replies, "Water? What the hell is water?"

To demonstrate these rules and boundaries to you, I need to explain two other concepts: Human Needs Psychology (HNP) and "positioning."

Before I start filling you up with information, it would be good for you to take an assessment. It is best to do the assessment before you get biased by the information you will learn in this chapter. Do it as honestly as possible because you are the person it benefits. No one else needs to know your results.

Visit the website here:

<http://www.emotionaljudo.com/registerhere/> and then after you get the results come back here and read more about these rules. It's a bit of an old system where you have to create a username and password but the info it gives you is worthwhile.

Human Needs

HNP was developed by Tony Robbins, an American Peak Performance Coach, in conjunction with Chloe Madanes, an Argentinean teacher in Family

and Brief Therapy. Their ideas have a strong relationship to Abraham Maslow's Hierarchy of Human Needs, a more commonly known theory.

According to HNP, there are six human needs, which are:

1. Certainty—the need for security, stability, assurance to avoid pain and to gain pleasure
2. Variety—the need for new stimuli, change, and challenge
3. Significance—the need to feel unique, important, needed, or special, valued, or respected
4. Love/connection—the need for strong feelings of closeness to someone/something
5. Growth—the need to develop, improve, and expand capacity, capability, or understanding
6. Contribution—the need to make a difference, a sense of service, giving back to and supporting others

We require all of these needs to be met at some level. But some people may require one or two of these more than others. That is, they have *primary* needs.

When these needs are being met, you will generally feel good, and when they are not, you will feel “not-so-good.” Depending on what the need is and what it means to you, these not-so-good feelings might be anything from boredom to disrespect, to loneliness, anger, or shame.

We can meet any or all of these needs through our relationships with others. Yet, we are most likely to link our relationships to number four: the need for love/connection.

What often goes unnoticed is how much the third need, significance, is important in *all* our relationships. That is possibly because love or connection masks it. It could also be that significance is associated with the achievement of “things”. It is our highly unconscious drive for significance in relationship that I'm going to focus on here.

According to Robbins and Madanes, we all have a need to feel unique, special, and important. It varies in intensity for different people and will show

itself in different ways. For example, a person in business may feel significant by transacting a crucial sale, earning a lot of money, or managing a project to successful completion. A stay-at-home parent, on the other hand, may derive significance from taking on multiple tasks at the kids' school, as well as having the home spotless and a beautiful dinner on the table at 7:00 p.m. (This example is not meant, in any way, to denigrate the significance of stay-at-home parents; it is merely to provide a contrast.)

Here are some other examples.

A customer who is giving you their business needs to feel significant. Big organizations often make the mistake of treating their customers like numbers. You may have experienced being treated poorly by a service provider.

Staff members often need more than just their paychecks. They like to be acknowledged for the contribution they make...to feel as if they are a significant part of a larger process. A boss who is stealing all the glory and not acknowledging the team's input, will soon be despised.

Bringing it back to personal relationships, the oldest child in the family may have significance simply because he or she is the oldest. The youngest may be indulged and feel they are special. Kids in the middle may act out or become what is called "the identified patient"—they get significance from being sick. Sometimes, this behavior can unite otherwise fighting parents. If it provides such a service to the family, it becomes a consistent pattern of behavior the identified patient maintains.

Couples can sometimes be in what are termed "complementary relationships." This is where one party provides the money, stability, structure, and logic, whereas the other provides the warmth, emotional succor, and the nurturing, including cooking and child rearing.

It is a very effective union at the beginning of their relationship. They support each other and feel very needed. This is where the term "you complete me" comes from; together, they account for each other's deficits.

Both people derive significance from this structure, but they are more likely to consider the positive feelings they experience as number four on the HNP list—love. And the pattern may well be meeting their need for love, but it may also mask the fact that it is meeting their need for significance. Because we don't see any romantic comedies or light romance movies about

significance—they are all about “love”—it is easy to understand how this can happen. It’s embedded in our culture. Even action movies have a “love interest.” It's like the water in the fish joke; significance is not considered, or it's taken for granted.

But after a while, when kids enter the equation—and let's stereotype for ease of explanation only—Mom feels significant for being a mom and places less significance on her husband and even worse, nags at him for not being around enough. Husband may then seek his significance in other places. First, he might look to his work, depending on what type of job he does, but then he might turn to another woman and start an affair, or he might have an affair with the golf course. One man I know had an affair with a woman he met at the golf course!

Things could also work in reverse. The husband is so wrapped up in his career that his wife has an affair or goes off to study and abandons her post of nurturing or homemaking—roles she had originally occupied in the relationship. I stress again these are gender stereotypes for the sake of simplifying the explanation. The behavior patterns I have shared, while quite common, can have many permutations; for example, roles may be gender-reversed, or the situations may arise in same-sex relationships, as well. Even if both parties are working, issues can still occur.

One thing that is common between all the situations is that number four on the HNP list often gets cited as the reason for the relationship failure. You will often hear, “We fell out of love,” or “I don't love that person anymore,” or “Mom and Dad don't love me.” With a friend, it might be, “I don't like that person anymore.” I have already mentioned that some people place different priorities on their needs. So, while the feelings of closeness may have stopped, and this may be of prime importance to the person, what also has often happened is the significance has died.

And here is the really interesting thing...

Significance is not only apparent and necessary in important relationships in the workplace or your personal life; it affects every relationship you have with anyone—fleeting or long term.

Here are some fleeting examples—encounters with strangers, where significance comes into play.

Recently, I was on a train in Sydney, Australia. I sat down next to a person in the only vacant seat left in the car. As soon as I did, I understood why it was vacant.

I have reasonably broad shoulders, but the guy next to me was big—portly and tall. He wasn't morbidly obese, but he was solidly fat. Interestingly, he made no attempts to make room for me, which he could have done by moving his hips slightly across, bringing his legs together, and pushing his arms slightly forward to contract his shoulders. He stared straight ahead, as if to say, "I'm not going to acknowledge your presence; I own this seat."

He had significance due to his physicality. His failure to change his posture and his lack of acknowledging me also reinforced that I was insignificant to him.

I could have stolen back significance by saying, "Hey, buddy, do you mind? There are two seats here, and I'm pretty sure you've only paid for one of them." Of course, that is not Emotional Judo®; it is emotional karate. While I may have gotten significance in that moment and he may have done as I requested, he also may have escalated the "karate" and started an argument or become physical. This is what we refer to as a "significance battle."

I could also have tried to match his physicality by flexing my shoulders outward and staring straight ahead—again, karate...another form of a significance battle. Later, I'll share how I actually solved the issue with Emotional Judo®.

Here's another example you may be able to relate to. Have you ever let another car in front of you when you were merging into traffic, only to have the driver you have just let in, not even thank, or acknowledge you?

Most people I have asked, say they feel miffed or annoyed when people don't thank them for courtesy on the road.

There is no road rule about this; it is about consideration and significance. You have considered the other person and given them significance; as a result, they are not acknowledging your significance in the transaction.

As the car example shows, emotions can be triggered in fleeting relationships. They are likely to be even more intense in important relationships. Because we tend to place greater weight on significance in important relationships, it is highly likely emotions will intensify, too.

In chapter one, I talked about how conflict between people involves emotion. Conflict also has a strong relationship with significance, especially when emotions escalate in a significance battle.

It is important to note that we sometimes think that conflict is only apparent when there is an outward showing of it: war (on the macro scale), fighting, arguing or lovers' tiffs, to name a few.

But when significance is very lopsided or goes unacknowledged, it can come out in other ways than heated interaction. Malicious gossip might run around the office. A staff member could sabotage a project or resign at a crucial time. A customer might never buy from a business again. In the case of a couple, one or both parties might have an affair, or get invested in the children or outside interests. A family member might choose passive-aggressive behavior, sniping or undermining, for instance.

Positioning

Okay, so now we know how significance affects pretty much all our relationships; let's investigate the second concept: positioning.

This idea comes from New Zealand-born, now British philosopher, Rom Harré, and I came across it when studying for my master's in narrative psychology.

There is a lot more to Harré's theories than what I am boiling it down to here, but I don't want to get too deep into theory and lose you. So, with apologies to Rom, basically, the idea is this: We position ourselves (reflexive positioning) or are positioned by others with buy-in from ourselves (interactive positioning) within our relationships. Although Harré does not state it this way, what we are being positioned in (or positioning ourselves in) is a level of significance.

The big determinant of how we position or get positioned is *context*.

Context is the set of circumstances or facts surrounding a particular event or situation that influences the meaning or meanings we take from that situation.

So, if we consider my train example, my context may have been one about "considering others" or "do unto others," and because the guy sitting next to

me in the seat did not move, I could say he took significance, and I was insignificant.

The context for my seatmate might have been something different. From his perspective—maybe due to all the media commentary on obesity, or perhaps because his wife is always nagging him about his weight—he might have been self-conscious about his body. My coming along amplified his problem, and he felt bad about himself because me claiming my right to the seat made him feel embarrassed and therefore, insignificant.

To him, perhaps, he would be reinforcing his insignificance if he moved. To do so would be an admission of being too big for the seat.

He might have managed his emotions by completely ignoring the situation or freezing. In this interpretation, I would be in greater significance, and his behavior would be a way of trying to maintain his and not feel the potentially negative emotions of moving to less significance.

I don't know if that was going on in his head—this is all conjecture based on a fleeting moment I had on a train. He may have been viewing the situation through the same context I was—the one where he had higher significance. This shows, however, how we can have different contexts that determine what meaning we take away from a situation or how we react to it, as the case may be.

Let me give you another idea before I merge the two concepts together and explain the “loose rules” of Emotional Judo®.

When I am in my capacity as a corporate trainer, if you were a fly on the wall, you could easily say I have the significance in the room. I am often speaking or asking questions of others. The participants' attention is on me, and I direct the flow and the focus. Yet, the participants are the customers, and I am serving them, which makes them the most important or significant people in the room. I am their servant.

So how can this be?

Every participant who comes into my training room has had the experience of having been at school or in a learning situation before. It does not matter what cultural background they come from. With that experience comes a whole lot of unwritten beliefs, rules, and behaviors, which I call their “story about learning.” So, when they enter the room and I ask them to take a

seat, they automatically position themselves as students and me as the significant teacher. This is why it is called “interactive positioning.” I am inviting them into a position, but they have to accept the positioning.

Is it possible this won't happen? Yes, but it never has in twenty years.

Is it possible that someone could fall out of line in a training and want significance?

Absolutely! It happens all the time because everyone in the training room needs to feel significant (in varying degrees and in varying ways). This repositioning happens when a student positions him/herself into significance by cracking a joke, going off on a personal tangent, asking a question, or adding a story or example to demonstrate the subject. Helen the know-it-all from the case studies, is a prime example.

Even the class clown who steals the significance from the teacher by entertaining all the kids and getting a laugh. Of course, the teacher steals significance back when they give the clown a D in their next assignment.

Fortunately, I have learned secret ways to get significance back without, say a Helen from our case studies, feeling insignificant in the process. And this is what Emotional Judo® is all about. So, I (usually) seamlessly take back significance, and we return to how it was when they first entered the room.

Combining ideas

Okay, so let's put significance and positioning together for you, so you can understand the loose rules of Emotional Judo®.

Imagine four Judo mats laid out on the floor like so:

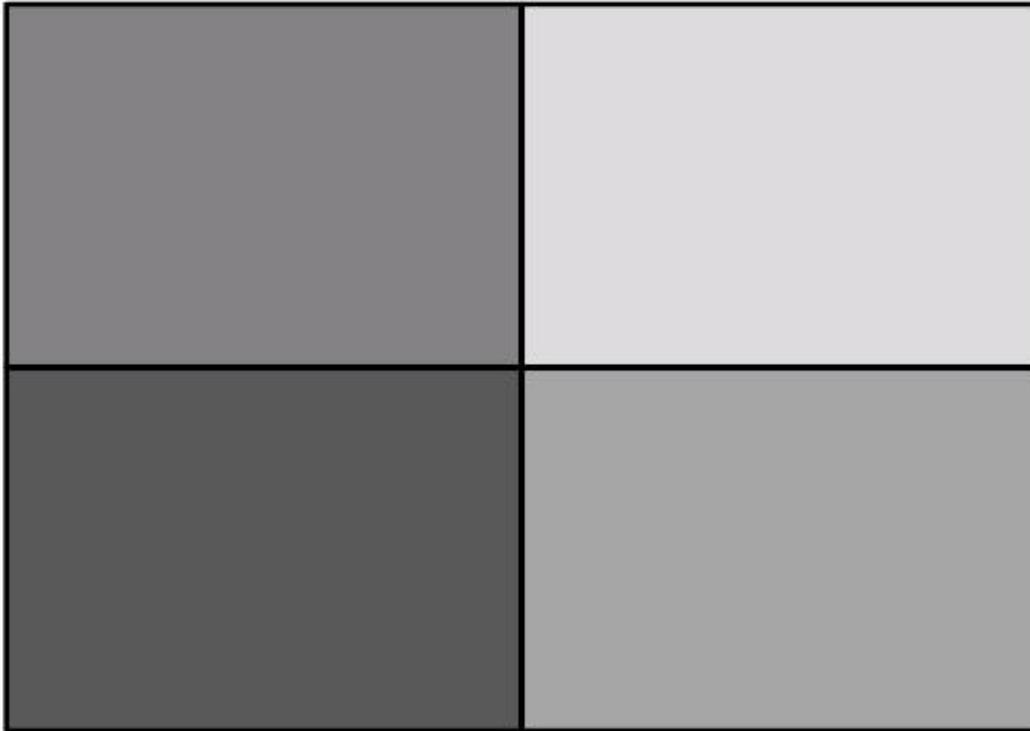


Fig1. Emotional Judo® Mats

These mats represent our relationship boundaries around significance, not just for Emotional Judo®, but in general. If we are outside of these “mats,” we are not in relationship.

Let me clarify what I mean by “in relationship”. If my relationship with you is an important one (deemed by context), then we are still in relationship, whether I'm with you physically or verbally (on the phone) or not.

If I am your mother, for example, and we enjoy a good relationship, then if you move to another state or country, we are still in relationship. If I am your employer and you go on a business trip, then we are still in relationship when you are away. If I am your spouse, we are definitely still in relationship

while you are on the business trip. However, if I am your employer and you go on a holiday with your spouse, we are not in relationship, unless you overstay your entitlements or post something stupid on social media that brings the organization into disrepute. If you and I are old friends from school and we only catch up every so often, then in this model, we are only in relationship when we come into contact.

If I am your Internet Service Provider and you use my service throughout your day and watch television or do work through that service, then even though we don't see or speak to each other every time you use the Internet, we are still in relationship.

However, if you buy coffee from me once a day, we are only in relationship when we are face-to-face or when you are waiting for or drinking my coffee.

Again, the thing that dictates that relationship is context.

“But,” you might say, “surely there are more than four ways to be in a significant relationship!”

Of course, there are; there are as many ways as there are contexts because that is the crucial factor that will determine positions. For now, we are going to examine the four significance areas, and then we'll factor context in last.

So, let's get back to the mats.

The top two mats are where we achieve significance in our relationship with another. The bottom two mats are where we are less significant or insignificant in our relationship with another.

On the left-hand mats, we will display/experience negative behaviors and experience negative emotions. On the right-hand mats, we will display/experience positive behaviors and are more likely to experience positive emotions.

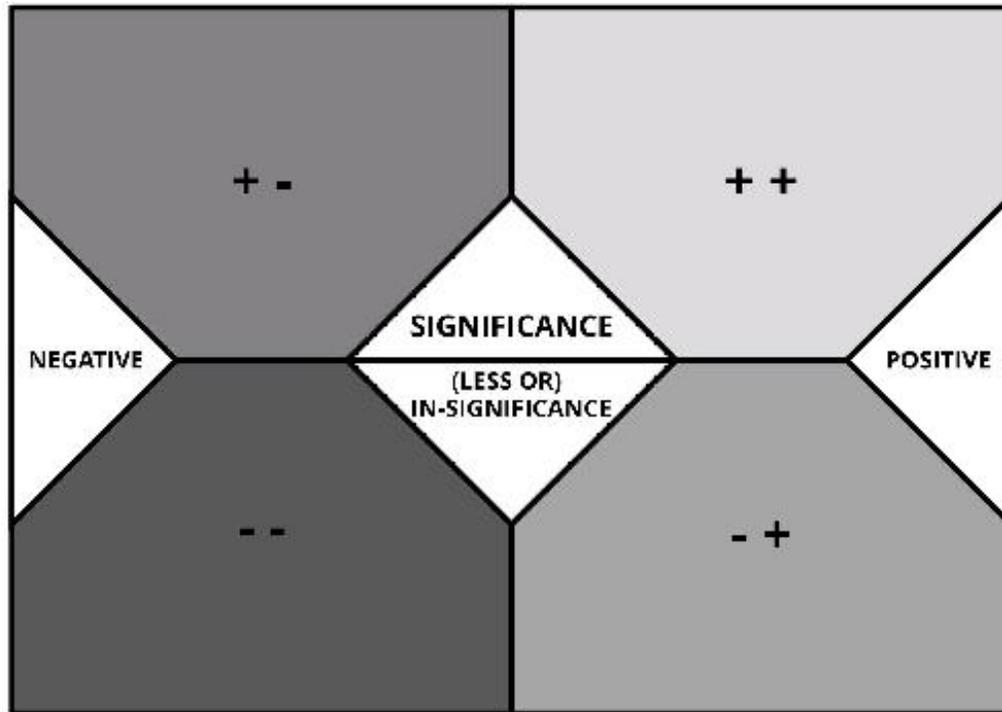


Fig2. Emotional Judo® Mats and the Significance Scaffold

So how is it possible to be significant and not be on the “good” side of the mat?

Well, just think about any villain in any movie. They are significant because they command attention. And because they cause distress in others and exhibit behaviors that are socially discouraged, they are negatively significant. So illegal acts would generally come into this area.

But you don't have to be a villain or do anything illegal to be playing in this area of the mats.

A cranky customer who is dissatisfied with a product or service and is losing his or her temper with a customer service representative would fall into this area. Although many may say that he or she is justified in his/her complaint, the customer’s behavior is potentially pushing the customer service rep into “negative-insignificance.”

A staff-member who is volatile has “negative-significance” and team mates who often walk on egg shells around them to keep the peace may be in “negative-insignificance.”

If two brothers have a fight and one makes an insulting or sarcastic remark to the other, the insulted brother is then placed in “negative-insignificance,” and the one doing the insulting goes into “negative-significance.” Even boasting or refusing to listen to another might lift your significance over others but in a negative way. There are many examples, as you will soon see.

Because referring to “significance,” “less-significance,” “positive,” and “negative” is cumbersome, I am going to give each mat a title. I will explain later why I chose these specific titles, but they are loosely based on how a person usually arrives at this mat.

Here are the newly labeled Emotional Judo® Mats, which is also known as the Significance Scaffold.

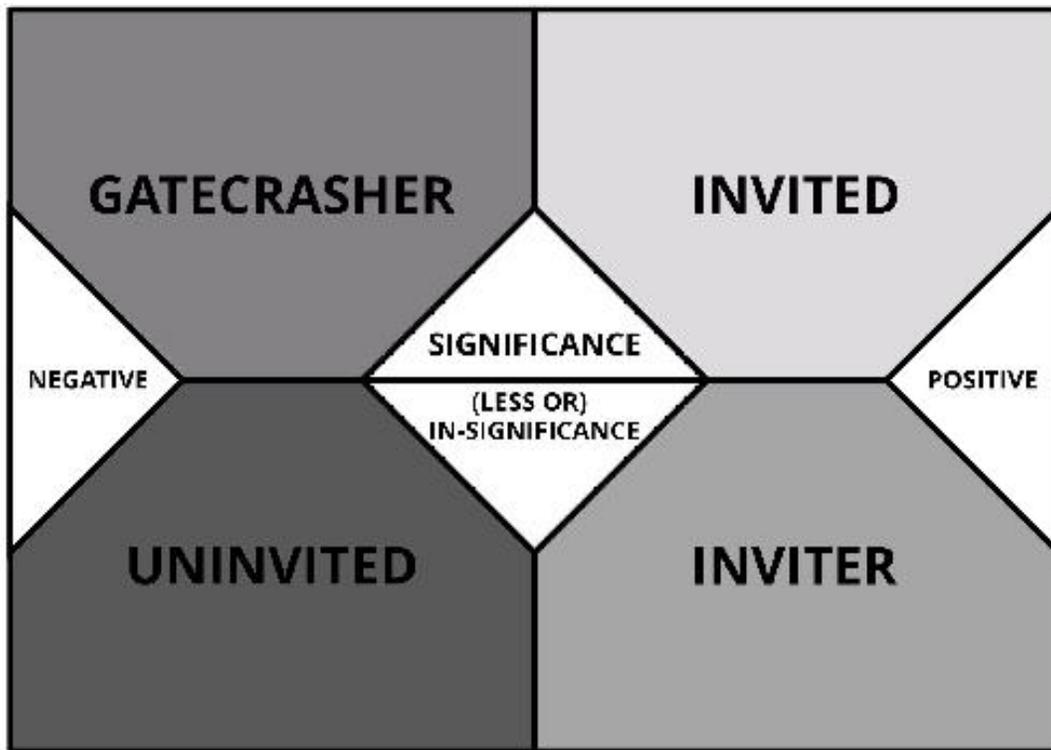


Fig3. Simplified Mats each named

Here is a list of some of the behaviors/characteristics associated with the top two mats.

Gate-crasher	Invited
Aggressive	Astute /acumen
Arrogant	Assertive
Authoritarian	Authoritative
Boasting/bragging	Boundary setter
Condescending	Courageous
Defensive	Customer/Guest
Defiant	Decisive
Discounting	Discerning
Disrespectful	Esteemed
Feuding	Ethical
Gossiping	Experienced
Guilt tripping	Guardian
"I don't care"	Influential
Intimidating	Knowledgeable
Judgmental	Leader
Manipulative	Maturity
Passive-aggressive	Philanthropic
Power tripping	Powerful (with discernment)
Ridiculing	Prudent
Sarcastic	Respected
Shaming	Responsible
Silent treatment	Revered
"Trust me "	Strong
Tantrum thrower	Subject matter expertise
Undermining	Trustworthy
Unethical/Immoral	Teacher
Whining	Visionary
Withholding	Wise

To arrive on the positive side (right) of the top mats, usually, you must earn the right to be there by deed or behavior. Mostly, a person is positioned there by others, so this mat is called INVITED.

On the negative side (left) of the top mats, people may be interactively positioned there after a failed attempt at self-positioning on the positive side. Or they could also be using negative behavior, such as manipulation or coercion, to maintain significance. They are virtually stealing significance, so this mat is referred to as GATECRASHER.

Is it possible to have a person who appears to have been INVITED, but they've actually been manipulative or underhanded, and this behavior goes undetected?

Yes, there are times when people are INVITED and yet, they have done or are doing underhanded practices to stay there.

Certain well-publicized incidences involving Richard Nixon and Lance Armstrong are two examples of this being the case. Such people are praised for their public image, but they also commit devious acts or abuse their power to get or stay at the top.

Let's examine the lower two mats.

Uninvited	Inviter
Ashamed	Acknowledging
At threat	Altruistic
Awkward (socially)	Appreciative
Boundary-less	Approachable
Dependant	Caring
Disrespected	Coachable
Downtrodden	Considerate
Hopeless	Complimentary
Infatuated	Courteous
Lacking opportunity	Dedicated
Lazy	Empathetic
Pathetic	Generous
Patronized	Good listener
Pessimistic	Grateful
Powerless	Helpful
Self-flagellating	Humanitarian
Self-piteous	Humble
Slave	Interested
Stuck	Kind/Benevolent
Stupid	Loyal
Suffering	Open
Terrified/Phobic	Parent/Care giver
Un-aspirational	Praising
Unrespected	Respectful
Un/Ir-responsible	Self-deprecating
Victim	Servant
Weak willed	Service provider
Wimpy	Supportive

On the negative side (left), depending on the context, the person may not have done anything to warrant significance. In addition, they may have accepted being excluded or positioned into inferiority. That doesn't feel good; it is negative insignificance. Because a person on this mat is being excluded and is not doing anything to counter the situation, this mat is referred to as UNINVITED.

On the positive side (right), again depending on the context, the person is displaying behaviors that automatically place others in greater significance to them. For example, if you actively listen to another person, you are positioning them into significance. If you empathize with a person, your concern for them places them into significance. This type of positioning may only last for a few moments, but for that period and in that context, the other person has greater significance.

A great example of this occurs between parents and children. If a child excels at school, for example, then the parent may praise or celebrate them. While the parent is praising and celebrating in the context of academics, they are putting themselves in a less significant position and the child into significance (INVITED), both on the positive side. Kara the Karate Kid from the case studies, is a great example of this.

But the parent doesn't have to lose their significance of being the parent, provider, and rule maker, or whatever other context in which the parent might hold significance. So, this mat is labelled INVITER. It positions others into significance.

Re-positioning

So, where do you find yourself hanging out most?

Of course, the answer to that is contextual.

You might say, "When I'm with my parents, it's..."

"When I'm with my brother or sister, I often do..."

"At work with most people it is..."

"But when I see my boss, I..."

And, "Aw, gee, that friend of mine pushes my buttons..."

Remember, there are two forces at work here: where you are being positioned (and accept that position) versus where you position yourself.

There are two common reactions when people are being positioned, or forced, into UNINVITED.

First, they may agree with the positioning and all the baggage that comes with it, and they stay in hopelessness and submission.

Second, and just as common, they may not accept the positioning. They might then reposition themselves as GATECRASHER in defense, to not feel the consequences of remaining UNINVITED.

If this occurs, the new GATECRASHER will try to push the original GATECRASHER into UNINVITED. When this happens, the other person may stay in UNINVITED if they feel overpowered or they feel they are very wrong. That is, they agree with the positioning, hence, they are then performing the first common reaction. A good example of this in the workplace might be in a team meeting. A staff member might interrupt the manager who had the floor. The inept and miffed manager then makes a point of embarrassing the staff member in a very stern point of order. The embarrassed recipient of the criticism then shuts down for the rest of the meeting.

In personal relationships, an example might be when a child has stepped out of line. The parent or teacher then might put the child back in his or her place with a reprimand. The physicality of corporal punishment is an intensified version of this.

A common outcome to this situation is that the person pushed into UNINVITED (in the above cases, the chastised staff-member or child) jump back up to GATECRASHER. They do not accept the positioning from the other. Thus, a significance battle erupts, which is often referred to as a “battle of wills” or what I call a GATECRASH CRASH!

Each person tries to push the other from significance into insignificance. This behavior is a retaliatory response to feeling the negative emotions from having been pushed into UNINVITED. It is a sort of tit for tat. To resist the positioning, they escalate their tactics to those of GATECRASHER, and the situation can get ugly.

There are times when meeting in this area is crucial. Examples might be, if the other person is trying to physically harm you or coax you into doing something that crosses your boundaries, is illegal, or highly risky. Naturally, you may need to take all possible steps to avoid being harmed and maintain physical, sexual, moral, and legal boundaries.

And this is where context enters the process.

Context

Those situations listed above are contexts that call for a firm or even a “hard” boundary. In many of those instances, I would advocate trying Emotional Judo® initially. This may alert the person to the fact they have done something wrong. However, if the person continues, certain contexts, such as those listed above, may call for a strong “NO”, without the diplomacy that comes from Emotional Judo®.

Sometimes, a context can completely flip the Emotional Judo® mats; that is, a behavior that seemingly falls under UNINVITED could be attended to as if it is significant. For example, although the word “victim” appears in UNINVITED (in the table shown previously), a victim may gain significance from whatever they are a victim of. This could be INVITED or GATECRASHER, again, depending on the context.

When I was the family therapist at the Mood Disorders and Addictions hospital in Sydney I mentioned previously, many of the inpatients were true victims of sexual abuse, physical abuse, and family dysfunction in their early years. Over time, however, some of the victims gained significance in their family or social group for what had happened to them. In most of those examples, this significance played out through many of the behaviors on the GATECRASHER mat.

The family, perhaps through guilt, for example, treated the child (now an adult) with too much significance (INVITED). The parents might have walked on eggshells around them. They might have been forgiving of or made excuses for inappropriate behavior, or might have organized everything for the victim. The victim often welcomed this positioning, but with no boundaries to keep them grounded in reality, the victim got more out of control in their life. They were admitted to the hospital with problems such as eating disorders, drug and

alcohol abuse, promiscuity, poor relationship behavior, or depression (or, in some instances, many at the same time).

The same thing can happen in the workplace, where a person can be a bit browbeaten by the aggressive boss but gain significance and ongoing sympathy from others for how she or he is a “saint” for putting up with such treatment.

Lastly, on the topic of context, I mentioned earlier how, when I am facilitating programs, I am in positive-significance as a teacher. I am also serving the group and thus, holding a position of less significance. This paradox is driven by context. In one context, as the teacher, I am INVITED. From another context, the group I’m teaching are my customers, and I am an INVITER. However, because of the classroom setting, they are usually positioned as students and buy into the “teacher is significant” context.

The important thing to note here is that I do not have to lose my significance as the teacher when serving them. However, if I do not behave as an INVITER as well as INVITED, the participants, being adults, may soon tire of me and position me in GATECRASHER or even UNINVITED when they give written feedback at the end of training.

This gives some clues as to how some people in positions of power—parents or bosses, for example—are liked and respected. It also shows how others, although they may achieve results, may be disliked, and their relationships suffer. The former group often position themselves as INVITER. This gives others they deal with, a feeling of being highly considered and INVITED, if only for a moment when it happens. The latter group that end up disliked and disrespected, try to cling to their significance. In doing so, they often drift into GATECRASHER. As a result, they push others into UNINVITED. Those pushed may stay there, but many behave overtly and sometimes covertly as a GATECRASHER. So now we have a GATECRASH CRASH going on.

Those people who accept the positioning in UNINVITED and stay there have real difficulties influencing others and asserting themselves. Perhaps they fear rejection or have a greater drive for points number one and/or four on the HNP needs list—certainty (security) or love.

Whatever the reason, they can often find themselves getting walked over in relationships.

Moving Around the Mats

So, now we know the different mats. Let's talk about how we move around them.

As has been shown, we can simply shift significance by changing the context, but this does not always lead to a positive outcome.

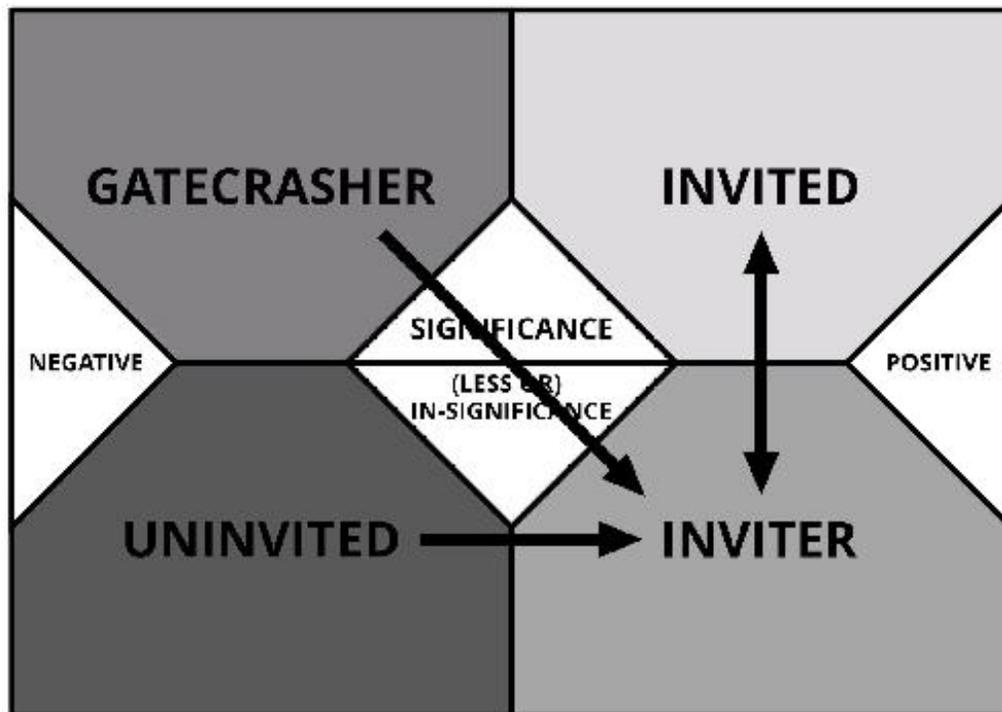


Fig4. Emotional Judo® Mats – how to position

For Emotional Judo® to really work its magic, we need to consciously position ourselves in INVITER before we earn the ability to be INVITED.

This is the objective of all relationships.

Visit INVITER on the judo mats before you do anything!

By starting off on the INVITER mat, we take the sting out of the other person's emotions and delivery without applying a negative force of our own.

From INVITER, we can step into INVITED comfortably. Even though we are placing ourselves there, we have earned the right to do so through positive behaviors, not through force. From INVITED, we are more able to influence others with a different point of view or expression of boundaries, as the case may dictate.

A word of warning: if you stay in INVITER without stepping into INVITED on occasion to set boundaries and to influence outcomes, people may take advantage of you and eventually push you into UNINVITED.

On the other hand, if you stay in INVITED for too long without visiting INVITER, people may see you more as a GATECRASHER; that is, you are only self-interested.

Key Distinctions

The important points to remember in order to get the best out of Positioning on the Emotional Judo® Mats in all relationships, but particularly in important or difficult ones, are as follows:

1. We all have the need to feel significant in our relationships. For some, this is a greater need than love and connection.
2. In all relationships, we will position ourselves or be positioned (and accept or reposition ourselves) on one of the four Judo Mats, GATECRASHER, UNINVITED, INVITER or INVITED. In more difficult relationships, it is highly likely you and/or the other will be operating from GATECRASHER or UNINVITED.
3. The way we interpret the situation—our context or our perspective—will determine where we position ourselves.
4. To get the best out of relationships, we need to position ourselves on the INVITER mat before we get invited, or earn the ability to move to the INVITED mat.

5. If we stay stuck on either the INVITER or INVITED mat for too long and we do not move between them, we are likely to get repositioned by others in the corresponding negative mat—UNIVITED or GATECRASHER, respectively.

Resources

GRAB YOUR ASSESSMENT FOR FREE

If you are one of those people that needs to know details before you act, you may not have taken the opportunity at the start of this chapter to access the Significance Assessment.

It is best to do the assessment before learning the information in this chapter. But, provided you try to answer the questions as honestly as possible, you can still see how your thoughts of how you behave compare to the assessment results. No one else needs to know your results.

Visit the website here:

<http://www.emotionaljudo.com/registerhere/>. It's a bit of an old system where you have to create a username and password but the info it gives you is worthwhile.

Before we move to the Emotional Judo® structures that use this judo mat formula, let's see how the people we have already met fit into the Emotional Judo® Mat idea.

Our Jem Case Studies (and the Judo Mats)

Mary

Mary had an issue with stepping up into significance and setting healthy boundaries. She wanted to avoid conflict and had trouble saying no.

As a result, she spent much time in INVITER but rarely stepped into INVITED. The more she stayed in INVITER, the more she was asked to do.

People had learned to take advantage of her obliging behavior.

At first it gave her significance, so Mary accepted this positioning. She would complain to her husband that she “had” to stay late at work and he would sympathize with her. This gave her a sort of “victim’s significance”.

After a while, Mary felt taken for granted. She was being positioned in UNINVITED, but she was not doing anything to stop it. Her husband tired of the situation because he knew Mary was part of the pattern. Her marriage was now at threat because he was threatening to leave unless something changed.

Mary needed to understand how to move up to INVITED from INVITER. She could then set boundaries with respect and minimize the potential of conflict.

Phil

Phil was scarred by his childhood. He’d been bullied as a nerd and been pushed into UNINVITED at school. As a result, Phil wanted to stay significant.

Phil would not do some of the INVITER behaviors needed to earn being INVITED. Even worse, he demonstrated many of the aggressive traits of the GATECRASHER. He would often use sarcasm, blaming others, and being disrespectful, to name a few. He was causing problems for himself at home and work.

Phil needed to get comfortable with being less significant and play the INVITER role on the Emotional Judo® Mats.

Rob

Rob was a project manager in construction. In that industry, penalties for missed project deadlines can be harsh. When Rob stressed about deadlines, he would suddenly jump into GATECRASHER. He would abuse people who made mistakes or didn’t jump when he told them to do something. He would push them into UNINVITED.

Rob would then play favorites to those who behaved more in INVITER; those pushed to UNIVITED became more resentful. Some would leave, making the deadlines harder to achieve. Many others would complain to Human Resources. Hence, the reason I was coaching him.

Rob needed to deal with his stress in a different way. He also needed to visit INVITER before moving to INVITED. He could then direct staff and discuss remedies with more success, when things strayed from the plan.

Win-at-All-Costs Wendy

Wendy stated at the start of one of my programs, “I want to learn how to deal with stupid people.” It was a bit of a hint that she often ended up in GATECRASHER. She did so by using contempt to push others into UNINVITED. As a result, she would often end up in conflict with colleagues, friends, and family.

At the end of the workshop she attended with me, Wendy stated that she needed to position herself in INVITER from now on. She declared that EASE was her tool of choice, a structure that you will learn soon.

A Bloodbath

A group of tech experts who attended my training in customer service were upset. Fair enough; they had not been told the reasons behind the training. They thought their boss was penalizing them. As a result, they were on the defensive in GATECRASHER, trying to push me into UNINVITED.

I moved to INVITER to help calm them down and allay their fears. Then I gently nudged myself into INVITED, which they allowed me to do.

A little later, Eric, the most vocal of the group, became defensive again. I had introduced a topic out of his comfort zone and he quickly jumped into GATECRASHER, to dismiss my claim.

Eric was showing to me, a glimpse of the group’s behavior that customers had complained about. Sometimes customers would challenge them or ask “silly” questions. If they thought the customer did not have their level of

knowledge, they often jumped into GATECRASHER and become patronizing and defensive.

Eric and his teammates needed to play more on the right side of the mats. They had to stay in INVITER and INVITED, when challenged by customers.

Know it All

Helen attended a management program I was running. When she introduced herself, she tried to come from INVITED but had not gone into INVITER first. She believed she didn't need to be on the course due to her experience and her MBA. In her view, she was only there because all managers "had to" attend. When she announced that to the rest of the class it sounded like a boast. As a result, they positioned her as a GATECRASHER.

On the first day of the program, Helen would add extra advice to my answers to course members' questions. Because she did this at every occasion, she came across as patronizing. While she meant to be helpful, these actions cemented her as a GATECRASHER. By doing this, she also unwittingly pushed the other course members, and me, into UNINVITED. On the last break of the first day, Helen was attending to nature and well out of earshot. At that time, I overheard one of the course member talking to another. She said in a pompous tone with an eye-roll, "Well, I do have an MBA, you know," at which, both laughed. Both of these people were well behaved in class on the surface. Their private joke showed me another side; they were not appreciating being pushed into UNINVITED. They had chosen to deal with it in a benign but still mildly passive-aggressive way in GATECRASHER.

While I was teaching Emotional Judo® skills on the second day, Helen had an "A-ha moment." She realized she had a bad habit of patronizing people; her conduct swiftly changed from GATECRASHER. When she realized how her habit impacted her staff, she could have ended up defeated, in UNINVITED. Instead, to her credit, she was humble and resolved to fix it. To do this, she moved into INVITER. This was a place she needed to spend more time in with her staff. Especially, if she wanted gain more influence in INVITED, and get them to take greater accountability.

A Cultural Conundrum

Bert was in Australia working on exchange from his country of origin. His firm had received complaints from some of his staff about Bert's controlling management style. Bert disagreed with the first part of the Emotional Judo® steps I was teaching him. Rather than simply stating his disagreement, he ranted at me for a full ten minutes. He voiced his views, that the younger generations don't show respect for age anymore. He also said, what I was doing was potentially creating "little emperors." Bert was firmly in GATECRASHER, trying to push me into UNINVITED. This was a similar pattern to the one he was doing with his staff. Perhaps he felt pushed into UNINVITED by me. I think, though, that he worried he would not be able to get results from his staff if he did what I was suggesting. I moved to INVITER and assured him there were other steps in the technique to counter his concerns.

Bert needed to move more to the right side of the mats if he wanted to get better results from his team and stop the complaints to HR.

Michael was a manager in another company. He came from a different country of origin to Bert, and was now a permanent resident of Australia. He had the opposite problem to Bert.

Michael would appease his staff. He did not like conflict, and he wanted to be liked. He was missing targets and his job was at threat. Michael's behaviors occur in all cultures, but he shared that they are quite common in his cultural background.

While he tried to come from INVITER, Michael was often pushed into UNINVITED. He avoided taking significance and did not enforce boundaries. Hence, his staff would often act poorly in GATECRASHER. They would take advantage of him and lacked respect for his authority.

Michael had great skills in INVITER. But as a leader, he needed to get comfortable stepping into significance. To do this he had to get past his fear of conflict and not being liked. He had to influence and manage his team from INVITED as well as INVITER.

Selling Sally

Sally had great people skills and was often in INVITER. Sometimes, when a new client would object, Sally would end up taking on their issues too much and move to UNINVITED. Once there, it is hard to close a sale on good commercial terms.

At other times, Sally would jump up into GATECRASHER by trying to argue a point. Doing this would only alienate the client.

Sally needed skills to diplomatically acknowledge customer concerns in INVITER and add new perspectives or counter the issues in INVITED.

Kara the Karate Kid

Kara's case, in part, is like the "victim" situation explained earlier.

While Kara was at school and excelled, her mom placed her in INVITED. The implied deal was, you do well at school, and I'll organize everything for you. This worked well; Kara got significance. Her mom also got significance from the other parents at Kara's school (a context). So, Kara and her mum accepted the positioning. Through another context, you could say that Kara was serving her mother's need for significance. On occasion, there would be flare-ups. But this was excused because of the stress Kara was under at school; she was viewed as a mild victim of external forces.

However, when Kara left school and went to university, she wanted to be her own woman. As a result, she wished to renegotiate the relationship with her mother.

Kara first rebelled against her parents' rules and showed disrespect. She was doing Emotional Karate in GATECRASHER. When this happened, her mother exerted more control in her own GATECRASHER role. Kara would then swing between tantrum throwing or hopelessness. In other words, she was jumping between GATECRASH CRASH and UNINVITED. Hopelessness can lead to depression, and that is why Kara was admitted to our hospital.

Both Mom and daughter needed to renegotiate their relationship. They needed to interact in more adult ways on the INVITER and INVITED side of

the Emotional Judo® Mats without pushing the other onto the negative side.

Back-Down Bill

You may remember, Bill, a single dad, did not discipline his children. He feared they would not want to spend time with him. So, Bill spent most of his time being the INVITER and positioning the kids in INVITED. As a result, the kids started to take advantage of him. They came more from GATECRASHER in their behavior and pushed Bill into UNINVITED.

Children need to learn boundaries; it prepares them for living in a world full of them when they grow up. There also needs to be mutual respect in the parent-child relationship. Parents are parents, not best friends.

Bill needed to respectfully start setting boundaries in INVITED. The children needed to observe the context of a parent-child relationship, not a friend-child relationship.

Dorothy the Doormat and Oscar the Over-Rider

Dorothy, like Mary, seemingly did not want to step up into significance. However, she was quite okay to position her husband Oscar and her adult children in INVITED. Oscar, on the other hand, would rarely visit INVITER. As a result, both would end up on the negative side of the Emotional Judo® Mats. Dorothy was losing confidence and staying more and more in UNINVITED.

Dorothy needed to assert boundaries and visit INVITED with both her adult children and her husband. Oscar needed to spend more time in INVITER.

Controlling Caroline and Reluctant Ron

Ron had learned not to bring up issues with his wife Caroline. Doing so had gone terribly wrong in the past. Perhaps he was a little too ham-fisted in

his approach. To Caroline, he seemed to come from GATECRASHER and had pushed her into UNINVITED. She had reacted by meeting him there and doubling the intensity in retaliation; she came back very strongly as a GATECRASHER, and they had a GATECRASH CRASH!

Given this happened several times at the start of their marriage, Ron decided to trudge through life in UNINVITED to avoid conflict. When money woes struck them, he did not have a great way of talking with his wife. So, he bottled up his emotions and became anxious and depressed.

Ron needed to talk with Caroline in a way that was not going to trigger her to defend herself. Caroline needed to allow Ron a way to express himself. Both needed to move to the positive side of the Emotional Judo® mats.

Feuding Fiona and Frances

Fiona and Frances, being very competitive sisters, often spent time in a GATECRASH CRASH. In Frances's view, Fiona betrayed her by using personal and private information to win a point in an argument. Frances saw her only option was to cut off communication.

The silent treatment is not a good way to deal with conflict. Frances was in GATECRASHER, pushing Fiona into UNINVITED with a guilt trip. This behavior is understandable though. It is a way of getting a message across without getting into open conflict. But as time passes and issues are swept under the mat, they become triggers for future conflict because they have not been resolved.

Frances needed tools to resolve the conflict and shift to the positive side of the Emotional Judo® Mats. She also needed to clean out anything she had swept under them!

Broken Bandwidth

Lucy felt UNINVITED because her mother took no interest in Lucy's life. Her mother only wanted to talk about her own issues. To deal with her hurt, Lucy had been jumping into GATECRASHER. She would pick an

argument with her mother, and follow that with a period of distance and “no-speaks.”

Lucy needed some tools to address the imbalance. She needed to move to the right side of the Judo Mats and enjoy their relationship more. After all, her mother was not getting any younger. It is awful enough to lose someone close, but when there are unresolved issues with that person, it can complicate the grief process.

In Common

Each person in each case study had a different surface story. However, the underlying premise was the same. Poor communication caused stress in their relationships and, in many cases, stopped them enjoying life.

They all shared a habit to “hang out” on the negative side of the Emotional Judo® Mats. Most people moved between GATECRASHER and UNINVITED. Bill, Mary, and Dorothy, seemed to be fairly fixed in the latter.

All of them needed to feel comfortable stepping down into positive significance on the INVITER mat before influencing the relationship in INVITED.

6. Trust

“The best way to find out if you can trust somebody is to trust them.”—Ernest Hemmingway

In 2014, my mother, who has lived by herself for a long period since my father’s death, adopted a dog, named Zelda, from a rescue shelter. Zelda is sweet, affectionate and for the most part, very obedient. That is, unless I turn up without my mother being there. Then, she yaps her head off at me and won’t let me lead her inside—the dog that is, not my mother.

I realize that I could be exposing myself here as not being very likeable, but she only seems to bark at men. When I arrive with my children, Zelda is fine. If I am by myself or if any other man enters the premises, she goes into a barking frenzy. Apparently, her previous owner was an older male who mistreated her, so we assume she has a lack of trust for men. Despite my best efforts I have never been able to change that conditioning.

This is a brief chapter on a weighty subject, about which, whole books have been written. Trust lies at the heart of all successful relationships, personal, professional or with a pet.

Without trust, parties to the relationship are less likely to take the other’s input and behaviors at face value. They are more likely to feel unsafe, question, second guess and create scenarios of ulterior motives.

Unlike other communication tactics I will teach in this book, trust is hard to package. There are so many variables that can impact it.

For this reason, I am not going to give you an exact template to create trust, because it is such a contextual concept. As an example, my professional credibility may help me to create trust, which in turn, can help sell this book. However, professional credibility is not going to be useful in solving the problem with my mum’s dog, Zelda, an issue I might have with my neighbors or a staff member who exhibits passive aggressive behavior. Other factors will be important in those situations.

This chapter defines trust and highlights its importance in relationships. I also introduce the variables that create and destroy it. Towards the end of the chapter there is a brief exercise to help you repair or improve relationships with trust issues.

Many of the tactics in this book will help you to establish or maintain trust. A prime example is the concept of sticking to the positive side of the Emotional Judo® Mats.

What is trust, and how do you get it?

Trust seems to be a given among mammals at an early age. We all have a propensity to trust. At the beginning of life, all mammals have a strong dependence on their primary care giver and this is by far greatest in humans. Provided the young mammal's needs are met, it will continue to trust that relationship. It is only when we have been taught not to trust or trust has been violated, that such experiences make us grow wary. And as you can see in the example of my mother's dog, sometimes it's hard to get back.

Think of a time you were in a department store and felt uncomfortable with the sales person; they were sleazy, pushy or you just didn't believe what they were saying. Perhaps you always feel that way in sales situations. That means, like my mother's dog, you have learned through negative experience to be careful in such situations. However, if you don't feel that way in *all* sales situations, then your body was telling you something. At the time you felt the discomfort, something that salesperson was doing promoted the wariness in you, a lack of trust. Unless they did something to win back your trust, you probably ended up buying elsewhere.

According to Robert Plutchik, trust is an emotion. Plutchik was a medical doctor, psychologist and professor who created the wheel of emotions. The wheel proposes that there are eight core emotions. It reveals the continuum of their intensity. It also shows how the core emotions can combine to create other emotions.

In this model trust is a *core* emotion.

As mentioned, all mammals have trust from an early age. It is the state of reliance on someone or something else. We all feel trust when our needs are

being met and there is a feeling of assuredness or safety in that reliance. Trust is a sense of comfort and confidence we feel, and given our propensity to trust, it is more likely to be noticeable when it is not there, rather than when it is.

But trust can also be a logical act. We can calculate whether someone or something will live up to our expectations and standards.

Hence, even though we may feel it, trust is actually a conclusion. It is something that we arrive at if a number of variables are in place. If it is simply a “feeling” of certainty or safety, then we have sensed no cues that there is anything to be concerned about.

Technology has generally increased the probability that “things” will work. So, in many cases, our calculation is quick, and trust is often taken for granted. However, we can’t always rely on “things” working. Hence, we have back-ups for computers, a candle in a drawer for blackouts, and insurance for our houses, cars, and other important items.

When it comes to people, though, trust is a slightly different calculation.

Over many years, I have often introduced the concept of trust in workshops by getting people to rank a group of famous Australians. The program participant needs to order the names on the list based on how trustworthy they believe the individuals are. The people on the list range from entertainers and sportspeople to businesspeople.

After asking thousands of people over the years, I’ve seen a fairly consistent ranking of top and bottom candidates. But every now and then, there is an unexpected ranking.

When I ask why they rank a certain sports personality last, they usually cite his infidelity and poor, off-field behavior. I then ask them, “If you were choosing him on your side to win a game [of his particular sport], would you trust him then?”

Most agree they would.

The same goes for a world-known media baron who usually gets ranked toward the bottom. When I ask, “Would you trust him to make money for you if you bought stock in his organization?” The answer is yes.

What this tells us is that trust is contextual. And this workshop exercise has repeatedly revealed the prime contexts by which people tend to judge others in relation to trust. The judge measures the “behavior” and “ethics” of the other. But other contexts often emerge, that are important in the assessment of trust, as well.

The balance of concern-for-self versus genuine interest in the other is also an important behavior when gauging trust. It is a fundamental in personal relationships but just as critical in sales and management relationships.

There are many stories I could share about how the list below has developed. But, over the years, the following five keys have come up repeatedly in workshops as important ingredients of trust.

Coincidentally, the words start with A, B, C, D, and E; they are not ranked in order of importance.

- Authenticity
- Behavior
- Consistency
- Dependability
- Ethics

Authenticity – means that the other person perceives you as being genuine in what you say, do, and claim you will do. How you act is aligned with who you purport to be; you are congruent in the eyes of the other. Any sense of deceit, falseness or hypocrisy and trust is damaged.

Behavior – as mentioned, this element is often judged through an ethical lens, but the self-versus-other aspect is also important. All the behaviors in the list below are about making the other person feel safe and assured. Context will dictate which areas are important in a person’s judgement of trust at any given time. The first three are universal, whatever the context.

- Respect or at least no disrespect
- Acting fairly
- Concern for the other rather than for only self
 - Approachable

- Benevolent
- Caring
- Considerate
- Empathetic
- Good listener
- Helpful/Supportive
- Delivering on promises
- Taking responsibility
- Astute/Decisive
- Competence/Credibility

Consistency – this factor is likely to apply in long term relationships but could impact new ones too. It is often linked to credibility. If a person acts a certain way consistently, it is likely they will do so in the future. So, even in new relationships, repeating certain positive behaviors, such as empathy, can enhance trust. It may only take one exception to reverse the trust, though. As well as this, if, despite your empathy, the other person detects deceit, a lack of fairness, or incompetence, then they are likely not to trust you because of the inconsistency. Consistency is a key part of assessing trust, because it helps us predict better.

Dependability – means you can be confidently relied upon to live up to what was expected, or promised. Consistency will often play a part in this assessment, but it does not have to. For example, we may depend on the data in a report because a person has been consistently accurate in previous reports. But we may also depend on a new employee who has come with qualifications that endorse their accuracy. Either way, we trust in the information.

Ethics – this factor is highly subjective. It is a lens we judge others' behaviors through. As mentioned, workshop participants often put a certain sportsman last on the trust list, based on his infidelity to his wife. But some people ranked him trustworthy because he was dependable on the sporting field. They did not consider they had a right to judge his personal life. If an employee delivered in all areas of A, B, C, and D but you found he was

cheating on his wife, should that change your trust in him to do his job? As a politician or clergyman, most probably; as an accountant or plumber, probably not. However, if you found him taking bribes, then this would be a deal-breaker. It is not only unethical, it is also illegal.

How would you rank yourself in the A, B, C, D, and E areas?

How would you rank others that you work with or are in personal relationships with?

You will note that the above items are more likely to lie on the right side of the Emotional Judo® Mats. This is especially true of the list that appears under “behaviors”. The first three behaviors on this list—the universal ones—are all elements of the INVITER mat. The next four are behaviors from the INVITED mat.

There is a lot more we could discuss about trust, but I really want to introduce you to the communication structures that will help you through difficult interactions. It is often an absence of trust that makes issues harder to resolve and the structures will help you to create trust when it has been eroded.

An Exercise in Trust

If you find it difficult to trust or have lost the trust of others by not living up to the A, B, C, D, and E of trust, here’s a quick exercise you can do to help rebuild.

1. Grab a pen and paper and consider a relationship you have where there is a problem with trust.
2. Write down the A, B, C, D, and E of trust and consider where the problem lies.
3. Is it on your side or their side?
4. Don’t be too hasty to answer that question, because you may be doing something that is triggering the behavior in the other. For example, I ran a program in a logistics organization, teaching managers how to coach their staff. One participant suggested that his staff were being disrespectful to him and that was making it harder for him to trust

them. When I dug deeper, I found he was often cancelling his meetings with his staff when called upstairs by senior managers. These “senior” meetings were not always crucial to be held at the expense of the already booked meeting with the staff. The inconsistency was giving the message that he did not respect his staff’s time and that lack of respect was being mirrored back to him.

On the other hand, on many occasions without a trigger from another, people can act poorly out of their own choice.

5. Once you have noted the areas where the problem lies, if it is on your side, work out what you need to do to address the issue and start the repair.
6. If it lies on their side, the solution may be obvious, or you may need some of the upcoming Emotional Judo® communication tactics (particularly U WIN/I WIN chapter nine) to broach the issue.
7. If the solution is not readily apparent, you may find value reading chapter twelve on the Inner and Outer Game of Emotional Judo®.

Key Distinctions

1. Trust is a conclusion drawn from a number of variables at both a logical and emotional level. It is an important and necessary element for communication and relationships to be successful.
2. There are five main ingredients:
 - Authenticity
 - Behavior
 - Consistency
 - Dependability
 - Ethics
3. How our conclusion is drawn and what weight is placed on which variables, is contextual.
4. Behavior is the most crucial ingredient of trust and the important elements of behavior all lie on the right side (positive) of the Emotional Judo® Mats.

5. An absence of trust is often what creates a difficult situation, and the Emotional Judo® tactics you are about to learn, are useful in promoting or repairing trust.

I will delve into trust in greater depth in my upcoming book *Emotional Gold: Seamless Communication Skills to Lead, Influence, Persuade, and Negotiate*. This book will provide packaged and easy to remember communication and relationship building skills.

If you would like to be notified when this book hits the shelves, please submit your details and place “Gold” in the subject line at <http://www.emotionaljudo.com/contact/>

7. Saying No with EASE

“When you say ‘Yes’ to others, make sure you are not saying ‘No’ to yourself.”—Paulo Coelho

Imagine someone asks you to do something you don't want to do. Or even if you did want to do it, there is something else you need to do first or that prevents you from doing the requested task. How do you say “no” without potentially putting him or her off-side? Or not commit to something you can't really do?

How do you diplomatically deal with a person who holds a point of view that differs from yours? Maybe you feel they will not like you or may hold it against you if you do not agree with them. Yet, you also want to be true to yourself and share your differing viewpoint.

Is it possible to negotiate an outcome where both parties feel like winners?

It is sometimes difficult to say no to others without feeling confrontational, at work or at home. This is what I refer to as a “sticky people situation.” Other examples might be: dealing with differences in points of view without sounding oppositional, handling complaints while not seeming too defensive, or; negotiating an outcome where both parties are happy.

Emotional Judo® seeks to give you the skills to set your boundaries or stand up for your point of view without causing offence. The Emotional Judo® Mats show the big picture regarding how that is done through positioning. We now need to get more specific, so we can move from theory to practice, in real-life situations.

EASE is a four-step process for dealing with sticky people situations.

EASE stands for:

Empathize

Assert

Suggest

Expect

Sounds simple enough, but just like a real judo throw, each step has some very precise actions to avoid “injury.” So, let's look a bit closer at the four parts.

Empathize

What is empathy? It is not easy to define.

I have asked that question many thousands of times in workshops and drawn bewildered looks in response. Someone often ends up answering with, “walking a mile in another person’s shoes.” This is a reasonably good metaphor, but it has its limitations, as I will share after we firm up our definition.

Empathy comes from the Greek word “pathos,” which literally means “suffering” but loosely means “emotion.” Pathos is also the root word of sympathy, apathy, and pathetic.

Without going too deeply into psychological terms, empathy means we imagine what it might be like for another who is experiencing whatever they are experiencing.

I have a friend who is a family lawyer. She deals with a lot of emotional upset and is very empathetic. She says to me, “Tim, you can’t teach people to empathize. They either can, or they can’t.”

On one hand, she is correct. Depending on which statistics you use, about 3-6% of the population cannot empathize. On the other hand, that means that 94–97% can empathize but often need to be trained how to do it well.

Similarly, most people have the capacity to play the piano. But, they need to be given the opportunity to learn and then be taught how to do it well. So, while most of us have the capacity to empathize, we must learn *how* to do it.

In Western societies, women are often taught how to sympathize. Men are often taught to “man up,” or conquer those emotions because they might be considered “soft” if they don’t. Some women are taught this, too. The problem is, when people conquer soft feelings, they often lose the ability to detect feelings in others or dismiss those feelings as weakness. This is where we get

the expression, “hard-hearted.” But there is good news; it is definitely possible to reverse this process.

Let’s examine the three parts of empathizing, by way of a personal example. I will then give a couple of workplace illustrations.

Imagine a female friend has just broken up with her long-term partner, and she makes the comment, “All men are bastards!”

You might agree with her and say something like, “Yes, they are. They don’t care about anyone other than themselves.” This is not empathizing; it is agreement. You could also say, “Oh, you poor thing; I really feel for you. It’s so awful when a man treats you that way.” On the surface, that is more a statement of sympathy.

As a male, I don’t agree with my friend’s statement, but I can certainly understand, given her circumstances, why she might say what she’s said.

That is step one of empathy.

1. Consider or attempt to understand another’s point of view or situation.

But what if I disagree with her, or I am offended that she has suggested that as a male I am a bastard, too? This is where we come back to the phrase, “walking a mile in another person’s shoes.” To walk a mile in another’s shoes, you must take yours off first. One of the reasons people sometimes find it hard to empathize, is that they are not prepared to do that.

Their shoes are a symbol of what they “stand for.” It could be a different view, value set, or another perspective. They think that to acknowledge another’s point of view equals agreeing with them, or that they may appear weak. To avoid this, they often jump into GATECRASHER on the mats and scorn or devalue the other person’s viewpoint.

This is common in the workplace. The “shoes” of someone in authority, represent something important to them.

If you are a manager, it might be: an outcome you are trying to achieve, a policy you need to police, a financial loss you anticipate and wish to avoid, or simply, you are the decisionmaker. And whatever is going on in “another’s shoes” may represent a threat to your authority or desired outcome.

If you are the staff member, your “shoes” might represent: security, personal issues, overwhelm, or a desire to not be taken for granted. In your view, putting such important issues aside and seeing things from management’s perspective might give management an unfair advantage.

However, it is possible in both workplace and personal circumstances, for two different viewpoints to coexist. It is also possible for us to get a reasonable outcome in the face of such contrast. That is what the EASE process is all about.

Despite not agreeing with my friend, I can see that the breakup has caused her to be scathing and wary of *all* men. This then brings me to the second point of empathy; what might her emotional state be?

Items that are important to people, are likely to be linked to emotion.

In the scenario of my fictitious friend, I anticipate she might be feeling a mixture of emotions: hurt, sad, resentful, angry, and embarrassed.

That is step two of empathy.

2. Anticipate and consider the likely feelings the person has about their point of view or situation.

You could do point one by itself, and it would be empathy. You could do point two by itself, and that would also be empathy. Or you could combine points one and two and have strong empathy.

If we were to look at a dictionary definition, we might leave it there. But what would be the point? If left like this, empathy appears to have no value.

Stopping here might benefit us because we could avoid a person who is upset and could lash out at us. It could also benefit the other person because we’ve considered that they are going through a tough time, and we can cut them some slack. But the real benefit of empathy, is when we sincerely express it to the other party.

The old saying, “A problem shared is a problem halved” usually means you lessen a problem when you tell someone else about it. But this can also work in reverse. Sharing your understanding of another person’s issue does not get rid of their problem or feelings. What it does do, is take the edge off what

they are feeling. And that potentially puts them in a better mental state to consider next steps and alternatives.

This means step three of empathizing is:

3. You must sincerely share your understanding with the other person and validate their experience.

I might say to my friend, using a sincere tone, “It seems that this breakup has really hurt you. With that comment about men, it sounds like you are really wary and upset at the moment.”

Notice the phrasing is tentative.

If you are going through a challenge, it can be very annoying if a person says they understand, when their actions or words indicate they don’t. Even more insulting is the phrase, “I understand how you feel.”

No one can completely understand what another person is feeling or going through. We only attempt to understand based on the context of the situation, and the person’s content, body language, and tone of voice. If we have been through something similar ourselves, we can compare our own experience to the other’s. But our experience will never be *exactly* the same as anyone else’s because everybody’s experiences are subjective.

This brings up another annoying saying. “I know exactly how you feel. When I was in your position, blah, blah, blah...” And the person goes on to talk about their own situation.

Not only does the person *not* know *exactly* what you are feeling, now they have hijacked the conversation and are talking about themselves.

Empathy is also not sympathy. They are often confused, because they are closely related, but they are not the same. As mentioned, they come from the same Greek word, pathos, meaning suffering or emotion. “Em” means “in” and “sym” means “same” or “with.” So, in empathy, we attempt to put ourselves into the suffering of another, to consider what might be going on for them.

In true sympathy, we are “with” the other or in unison of feeling. We are triggered into feeling similar feelings to the other person.

It is possible to have empathy and sympathy at the same time. This is where you can appreciate what is going on for the other and be triggered into similar feelings.

Both states can also trigger us into compassion, where we are more likely to take pity on them or feel sorry for them and want to remove the pain or problem. My view is that sympathy prompts this behavior more. That is because fixing the other's problem will then reduce the feeling in ourselves.

In the fictitious example of my recently separated friend who says, "All men are bastards," the response, "Oh, you poor thing; I really feel for you. It's so awful when a man treats you that way" is more a statement of sympathy. I would be feeling sorry for my friend and revealing that I have had a similar experience.

Before I show some ways to help you empathize, here is a list of statements to avoid:

"I hear you."

"I understand."

"I totally understand."

"I understand how you feel."

"I appreciate where you're coming from." (The word *appreciate* has about three different meanings. In this usage, it means to grasp or understand, not to be grateful for.)

"I get what you're saying."

"I know."

"I know how you feel."

"I see where you're coming from."

"I know exactly how you feel. When I was in your position, I also..."
(Hijacking)

"Oh, you poor thing; I really feel for you..." (sympathizing)

"I agree." (Unless you actually do agree; but this is not empathy.)

You may feel some or all of these things, but you are not revealing your understanding of the other person's situation to them by saying any of these things. More likely, you will come across as insincere and cause more distance between you than closeness, except, maybe, in the case of the last two. In sympathy, you are going to be triggered into similar feelings, and this may not be helpful because you now have the same dilemma as the other person. Your pity may also come across as patronizing.

So, to recap, here are the three steps to empathizing:

- 1. Consider or attempt to understand another's point of view or situation.**
- 2. Anticipate and consider the likely feelings the person has about their point of view or situation.**
- 3. Sincerely share your understanding with the other, and validate their experience.**

To help you with this process, below is a list of empathy starters with examples from the breakup scenario. In the written form, especially when there are so many in a row, some of these may sound disingenuous. Also, to teach this first step in the EASE structure, I am unnaturally stalling the process and laboring empathy. It would feel weird if you only did step one in real life. This leads me to reemphasize the point that your empathy statement needs to be sincere.

“It sounds like...” (or, “It sounds as if...”)

Example: “With that comment about men, it sounds like you won't be in a rush to get back into a relationship any time soon.” Or “It sounds as if you're in a lot of pain at the moment.”

“It seems that...”

Example: “It seems that this breakup has really hurt you.”

“I can hear that...”

Example: “I can hear that you're really vulnerable at the moment.”

“I respect...”

Example: “I respect that you have a pretty poor view on men at this time.”

“I appreciate...”

Example: “I appreciate that you’re feeling pretty down at the moment.”

“I acknowledge...”

Example: “I acknowledge you’re pretty down on men in general since this breakup.”

“I understand from what you’ve said that...”

Example: “I understand from what you’ve said that you are finding it hard to be hopeful about the future.”

“I imagine...”

Example: “I imagine this breakup would be pretty upsetting for you.”

Note that there is a tentative nature to these statements. As I mentioned before, I cannot be certain I have gauged my friend’s experience exactly.

You may hear people saying things such as, “I hear your frustration” or “I understand you are upset.”

These statements are empathy statements and can certainly build the relationship. They are also fairly emphatic and definite, which means if you happen to be wrong in your assessment, it is harder to recover. For example, if you said, “I hear your frustration,” and the person comes back and says, “I’m not frustrated; I am worried that this is...”

It is still possible to recover from here by saying, “Oh, I’m sorry, I must have misread what you said.” However, if you were more tentative by saying, “It *sounds as if* you are pretty frustrated,” if they correct you, it is not as jarring because you were speculating rather than stating a certainty.

Assert

The next part of the EASE process is to assert your view or add some perspective. We have acknowledged their situation, but we may have a completely different and opposing view point.

This difference is sometimes the reason people can find it hard to empathize in the first place. Remember the phrase, “walking a mile in another

person's shoes," where I showed it's often hard to do, especially in the workplace?

As stated, it is possible for two differing views to coexist.

Most people wish to minimize the other's viewpoint or at least, discount it, before they say their own. For this reason, it is natural, before people assert themselves, to use one or more of the following words:

But

However

Although

Though

These words are what we call contrasting or exclusionary words in the English language. They tend to put more weight on the end of the sentence, and, in some cases, they negate the start of the sentence.

These words are legitimate to use in certain circumstances. You will note that I have used them on occasion in this book. The important point to note is, that when they are used after an empathy statement, they are not helpful to the message.

The "Buts" and "Howevers" negate your empathy and may put the other person on the defensive.

So, if I said to my friend, "I appreciate you're hurting at the moment, but all men aren't bastards," my "but" tends to minimize her hurting. Such a statement is likely to get us into a bit of conflict.

So, how do we avoid this conundrum?

Some books will tell you that you simply replace any one of these four words with the word "and."

Often, this works, but sometimes, it seems out of place. "I appreciate you're hurting at the moment, *and* all men aren't bastards" doesn't really make sense. It would make even less sense if a customer service person were to say to you, their customer, "I appreciate it is very inconvenient to be without your

internet when you rely so heavily on it, *and* there has been an outage in your entire region.”

Imagine a team-leader saying to a staff member, “I acknowledge it is difficult for you to get in on time with three young children to get off to school, *and* your contract says you need to start at 9:00 a.m.” Again, this doesn’t make sense.

A way around this problem is to simply delete the words and start a new sentence. Be careful not to start the second sentence with the word “unfortunately.” This word is not the same as “but” and “however”; it can be worse, because it alerts the person that they are going to get some bad news, which may also put them on the defensive. Simply change your tone of voice to a more measured or serious one.

The customer service communication then becomes, “I appreciate it is very inconvenient to be without your internet when you rely so heavily on it. There has been an outage in your entire region...” There needs to be a follow-up to these two sentences for it to fully manage the bad news we are delivering, and that’s what the rest of EASE is for.

The team-leader might say, “I acknowledge it is difficult for you to get in on time with three young children to get off to school. Your contract does say you need to start at 9:00 a.m.” Again, there needs to be a follow up.

For our friend, it would become, “I appreciate you’re hurting at the moment. All men aren’t bastards.” This still does not make sense, and that leads us into finessing the “Assert” part of the EASE process.

Some people consider that assertiveness is like being aggressive—that you need to be forceful to assert yourself.

Yet, assertiveness is simply being able to honestly voice our thoughts, feelings, and wants in a way that is respectful and appropriate.

By respect, I mean in a way that shows regard or consideration for someone’s rights and feelings. Provided their viewpoint does not infringe upon the rights of others and is legal, they have a right to it and to their feelings, no matter how absurd they may seem to us.

The fact that we have already empathized with the other person shows that we respect them or their viewpoint. Also, it is likely to make them more receptive to what you are about to assert.

Appropriateness is a little harder to pin down; after all, who deems what is appropriate?

You may have your own beliefs about what is appropriate. The prevailing view in Western countries is about equality and freedom of speech.

So, in other words, you wouldn't say, "I respect that you have the right to your views on X. I think you are an idiot."

No matter how silly we might think the other person's views are, it is neither respectful nor appropriate to say this. We do need to be firm, not aggressive.

A better way to deal with my fictitious friend might be, "I appreciate you're hurting at the moment, and you're pretty shaken from the breakup. Given that I am a man, your comment that 'All men are bastards' tends to make it harder for me to offer you comfort."

This is both respectful and asserts the point.

In this scenario, it is highly likely that the woman does not completely believe "all" men are bastards and can be swayed from her view.

So, what happens if the other person is more fixed in their view? Or in the workplace, what happens if the person is in a higher position than you? What if what they are asking is in your job description, but you have a concern about it?

Let's consider a personal situation first, where someone is more fixed in their thinking. Then we can examine a workplace issue.

In the Australian city of Melbourne, the Lord Mayor has urged people not to give beggars money. He believes it will only encourage them to stay begging and homeless. The current Australian Prime Minister gave a beggar some money, when he visited Melbourne, not long ago.

I have brought up this issue because it is one that is likely to polarize views as it did on talk-back radio at the time. I can just imagine guests at a dinner party taking up different positions in the debate; some might have strong views. It could even be a discussion in a lunch-room at work.

If you supported the mayor's view, you might say, "I respect that you really like helping people less fortunate than you, Simon. On this point, I agree

with the mayor, because I think it fosters more people to do the same, and that can create safety problems in the city.”

If you supported the prime minister’s view, you might say, “It sounds like you’re quite strong on the view, Jill, that giving money to beggars can encourage them to stay living on the streets. While I see that can happen, I also believe that people on the streets have real mental health problems that cause them to avoid living in hostels; being given money helps them to survive without them doing something more dire.”

Of course, you may say that this does not solve the problem. Neither party wins.

That is exactly the point. Both parties have a valid opinion. Neither is right; they are points of view informed by people’s backgrounds, values, and beliefs.

So, where do you go from here? Surely, the dinner conversation won’t stop there.

If the views of either party were given to the other without empathizing first, then each receiver may come back with even stronger views. This may escalate into an argument and a significance battle.

Instead, each time a person starts with a sincere empathy statement, they defuse the significance battle. Their intent is not to destroy the other’s argument with their own. Rather, we meet the other person’s argument with a counterpoint.

“But wait a second!” I can already hear people saying, “I don’t care about different social views at a dinner party. My wife wants to start having a family, and I want to save more money first.”

“The kids want to go to a different holiday destination than my husband and I do.”

“My friend wants me to invest in an idea of hers that I think is too risky.”

“The neighbor wants to put up a front fence between the yards, but I think it will ruin the look of the block.”

“And what about workplace situations?”

Yes, I’ll admit, some of these are weighty topics. You and the other person both have very emotional and value-laden points of view; they just happen to

be on differing sides. If you don't speak up about it and they get their way, then you will feel bad about how the situation was resolved. If you bludgeon your way through and get your way over theirs, they will resent you.

The EASE structure, comes to the rescue in such emotional debates.

This is true for the workplace, too. While some people might like to think that emotions have no place in business, many issues at work are highly emotive. Just think of the impact of: working late, the threat of more uncomfortable circumstances, missed targets, others causing us more work, and lost opportunities. They are all highly emotional because they are usually linked to our personal lives.

In this section, I am only going to demonstrate one workplace example, because without the full EASE structure some of the workplace examples will appear a bit odd. I will provide several further examples in the next section. This workplace example may be one faced by Mary, the technology librarian we have already met, when asked to do something extra by a colleague.

The colleague, Greg, might say, "Mary, I'm super busy and really need your help, so I can get this report in on time. You know how Mr. O'Brien is when a deadline is missed."

Once, Mary would have just said yes, helped her colleague, and stayed back to finish her own work later. But, that behavior was causing her issues with her husband. Instead, with the E and A of EASE she might say, "It sounds as if you're really being pushed, Greg, and you're quite stressed. I also have three submissions I need to complete by close of business tonight."

If Greg was Mary's supervisor and could delegate work to Mary, then she might say, "It sounds as if this is quite urgent and important, Greg. I'm not sure you remember you've already given me three projects that are all due by close of business tonight, and I need to leave at that time."

In both of Mary's examples, just like our dinner party debate, the opposing issues remain hanging.

This leads us to the next step in the process; how do we get out of the potential impasse?

Suggest

The next step is to suggest a way out of the opposing positions.

You will note that this step says “suggest” because it is not absolute; it is intended as the opening of a potential negotiation.

It is hard to coach you on this part because suggested solutions depend on the context of the situation. So, I am going to give you a series of examples, based on some that I have already given. I will also give a number of different scenarios, so you can see how you might use the EASE structure.

Returning to the example of the recently separated friend, it may go something like, “I appreciate you’re hurting and quite shaken from the breakup. Given that I am a man, you saying, ‘All men are bastards,’ makes it harder for me to comfort you. How about we grab a pizza and watch a comedy to take your mind off this?”

This last line is, of course, the “suggest” part of the formula. Another “suggest” for this might be, “Let’s get a coffee and talk through how you can move on from this guy and feel better about your situation.”

In the dinner party example, if you supported the mayor’s view, you might say, “I respect that you really like helping people less fortunate than you, Simon. On this point, I agree with the mayor, because I think it fosters more people to do the same, and that can create safety problems in the city. How about we move off this topic; it seems we are not about to change each other’s minds on this.”

If you supported the prime minister’s view, you might say, “It sounds like you’re quite strong on the view, Jill, that giving money to beggars can encourage them to stay living on the streets. While I see that can happen, I also believe that people on the streets have real mental health problems that cause them to avoid living in hostels; being given money helps them to survive without them doing something more dire. Perhaps the government needs to have a program to help their mental health issues before they outlaw begging.”

Okay, let’s examine a few more contentious issues. I strenuously point out that the “suggest” ideas I give here are simply examples. They are not *the* way to address such topics; they are a guide to show how EASE is done.

My wife wants to start having a family, and I want to save more money first.

(E) I understand from what you’ve said that you really feel biologically that it’s time for you to start having kids. (A) I really do want kids, as well; my

issue is that I am worried that if we go down to one income now, it will make it a whole lot harder to get ahead and give our children the opportunities we want to give them. (S) How about we sit down with a financial planner and talk about a plan. (If your partner is getting closer to the end of her window of opportunity, then you may need to give that issue priority.)

The kids want to go to a different holiday destination than my husband and I do.

(E) Okay, kids, it sounds like our driving holiday is not sitting well with you, and that you think it will be boring. (A) Your dad and I have really wanted to do this with you kids for a while; before now, you were too young to appreciate it, and soon you will all be adults and not able to come with us. On the other hand, we also want you to enjoy yourselves. (S) How about we sit down and create a plan within our budget that has everyone feeling like they are getting something out of our time together.

My friend wants me to invest in an idea of hers that I think is too risky.

(E) I can hear that you are really motivated about this idea. (A) I have always lived by the policy of not loaning money to friends because it can break friendships, and I really value you as a friend. (S) Maybe I could help you create a business plan, so you can go to a bank.

The neighbor wants to put up a front fence between the yards, but I think it will ruin the look of the block.

(E) I acknowledge that you want your privacy in that area. (A) My issue is that a fence that high will block the sun and make our block look closed in. (S) Can we come to a compromise on the height of the fence or maybe plant some mature bushes, which gives you privacy and still allows us the feeling of space?

The best suggestions are those that seek to keep both parties feeling as if they have been considered and are getting their needs met or at least partially met. And in the case of Mary, in the work situation, it might go...

(E) It sounds like you're really being pushed, Greg, and you're quite stressed. (A) I also have three submissions I need to complete by close of business tonight. (S) Perhaps Susan has some extra capacity. Or (S) Perhaps if you could help me with the first submission by proofreading it, then I could probably help you out at 4:30.

(E) It sounds like this is quite urgent and important, Greg. (A) I'm not sure you remember you've already given me three projects that are all due by close of business tonight, and I need to leave at that time. (S) Which one of those submissions would you like me to de-prioritize so I can do this one?

Here are some other examples from some of the other cases we have looked at.

Selling Sally might say to a person who has given her an objection: (E) I appreciate that you had your heart set on a red one. (A) Because the red ones are popular, we are out of stock, and we will have more in three weeks. (S) Given that delay, as you wanted it immediately, you might like to take a blue or a white one, which are available now. You might also like to consider that they will be more unique than the red ones.

Eric, the highly trained technical expert who had a habit of patronizing his customers, might say: (E) I acknowledge that you need the machine urgently, and it is going to cause you problems with meeting your client deadlines. (A) The machine has really come to the end of its useful life and will need replacing. This process usually takes two weeks. (S) I can start the process for you, and in the interim, I can organize a loan machine for you. How does that sound?

Lastly, remember Rob, the construction manager? He would jump into GATECRASHER when he felt timelines slipping. Rob might say: (E) I respect that you guys have been working hard, and it's been difficult with two men down. (A) The issue for us is that the concrete trucks and pump will be arriving for the pour at 11:00 a.m. It will cost us a lot if we leave them hanging and if we pour too late. (S) I can probably get a couple of sub-contractors who are working on another area to give you a hand, provided you make sure you supervise them adequately. Do you think you can get it done by 11:00 with another two pairs of hands?

When Suggest means Stop!

There may be times when the *S* doesn't stand for "suggest"; rather, it means "stop." If you start to feel as if you are being badgered, are getting over-anxious, or believe the topic is not important in the scheme of things, and it is futile to continue, then you are quite within your rights to say stop. Just make

sure you are not derailing a very important conversation because you don't seem to be getting your way. Some diplomatic ways to stop are:

“I prefer that we move off this topic; we are not about to change each other's minds on this.”

“I feel uncomfortable with this. I'd like to stop this conversation. Let's talk about...”

Or, if it is a topic to be continued later, use a full EASE.

(E) I appreciate that this topic is important. (A) It seems like we are both getting a bit emotional about this, and we might say something we regret. (S) Let's take a break, write down our thoughts and wants in this situation and come back to this tomorrow.

This is telling the other person you are still open to the topic.

If things get really heated, there are more tools in chapter eleven—The Karate Kitbag—that may help.

Expect

Expect is a cautionary step; it tells you to be prepared.

If we go back to our real judo example, the first three steps of EASE, so far, have taken measures to take the other person's energy and redeploy it. We then add a little more energy to disarm them. Unless you have a referee calling time out or have somehow knocked the other person out, in a real judo encounter, the opponent will try to come back in another way.

In Emotional Judo®, you could metaphorically knock the other person out with your *EAS* because they see sound reason in what you have said. They may be happy to go along with it. While this often happens, it is also common that the other person will wish to negotiate. Sometimes, they will also try to counter attack with emotional karate.

How do you deal with this?

In both the negotiation or emotional karate situations, you handle it with EASE. This means you go around again! The difference is that the content within the EASE structure may change.

This issue will be covered in more detail in chapter eleven—Karate Kitbag.

Key Distinctions

1. EASE is a communication structure that best demonstrates the principles of Emotional Judo®. It has four steps:
 - Empathize
 - Assert
 - Suggest
 - Expect
2. “Empathy” is usually the hardest step for people to master. It is often difficult to do if the other person has attacked you. It is sometimes confused with sympathy—feeling the same as the other. Empathy has three parts:
 - a. Consider the other’s point of view or situation
 - b. Anticipate their likely feelings about a.
 - c. Sincerely share your understanding of a. and/or b. Validate their experience.
3. Avoid words such as “but” and “however”, which tend to negate your empathy statement. Instead, put in a period or full-stop after the empathy statement.
4. “Assert” your view point, respectfully and appropriately, even if it is completely in opposition to the other.
5. “Suggest” a way out of the impasse, which is win/win or, at least, a compromise.
6. Sometimes this may have to be a “Stop” when you feel badgered or further discussion is going to be futile
7. “Expect” is a cautionary step, to be ready, should the other person push back to your EAS

8. WAIT

*“In the world of diplomacy, some things are better left unsaid.”—Former U.S. Senator,
Lincoln Chafee*

In this chapter and the next, we examine how to address emotive issues between you and others. That is, where *you* are the one bringing up the problem in a diplomatic way. This is a scary area for some people. It can cause more harm than good if not done properly or when done too often on topics of minimal importance.

So, it is prudent to consider whether to say anything at all. That is what this chapter addresses; it provides a tool to quickly sum up the wisdom of whether and when to speak up.

For you to better understand the tool, we need to think about how we go about fixing human problems.

The following idea on how we fix human problems is a summary from my up-coming book *Emotional Sage: Make Better Personal and Professional Decisions, Solve Life Problems and get Un-stuck*.

The Three Rs

There are only three ways to deal with any problem in our lives. Yes, that’s right; you read that correctly; and they all start with the letter “R.” And you thought you learned the three R’s at school.

We can:

- Run
- Rectify
- Reconcile/Regulate

Running means, we don’t go near the person or issue that is causing us the problem; we avoid it. If an acquaintance is acting offensively, we can

simply not hang out with that person. If we're afraid of heights, we could stay away from windows in tall buildings. If we get triggered into negative feelings every time we drive past our ex-boy/girl-friend's place, we can simply take a different route.

If we have a problem with doing our taxes or an issue with someone we *have* to live with, then running or dodging the problem is not a good strategy.

That leads us to "Rectify." Rectifying means making changes around us, so we can be more comfortable and nullify the problem. Human beings have been using this strategy forever. If we do not like a circumstance, we can do things to change it. If we don't like our neighbors, we can move (that would be "Run"), or we can build a higher fence (that would be "Rectifying"). We change systems to suit us. We can change our environment. And we can change governments (or attempt to, depending on the political climate).

On an individual level, we can ask people in our lives if they will make changes for us. In many instances, such a change may bring advantages to them as well as to us.

If this fails, if the person is not willing to change; that is, we can't rectify the issue, then we need to find an alternative. If we can't change our environment, the government, or whatever we have tried to rectify around us, our last option is "Reconcile."

We need to accept the situation as it is. We reconcile to ourselves that running from the problem or trying to change things is not going to work. If we choose Reconcile, we also need to "Regulate" in order to help with the negative feelings we are experiencing. To Reconcile without Regulating or changing our reactions to the issue, is likely to lead to hopelessness—a sense of futility.

In some of my workshops, some people have quipped that "rage" and "refreshments" also start with R and can affect change, as well. It is true that they can create change, but they can be very detrimental in the long term. In any event, they fit into the first two areas. Alcohol and drugs or "refreshments" are often something people use to "run" from their negative circumstances. Also, people sometimes attempt to rectify or change their situation using rage, usually by intimidation, retribution, force, or control.

Another unhealthy but common behavior is The Silent Treatment. The silent treatment is where one party cuts off communication with another to teach the other person a lesson—to make them feel guilty about whatever they have done. Giving someone the silent treatment is sort of a way of fusing Running and Rectifying. Anger (rage) is being used in a covert way, and this is unhealthy for two reasons:

1. It is an act of aggression and significance escalation. Even though the person giving the silent treatment may be hurt, they are often using the silent treatment to punish the other person and push them into negative-insignificance to teach them a lesson. That means they put themselves into significance, but it is definitely negative-significance because it is only obtained by pushing the other party into insignificance.
2. The silent treatment is not a satisfactory way to teach someone else a lesson. Eventually, the frost begins to thaw between the parties, and they resume their relationship, but they have not discussed or resolved the issue. They haven't reinforced any boundaries, talked about their feelings, or attained closure. Sometimes, the person receiving the silent treatment may not learn the lesson because nothing has been discussed, or they feel just as aggrieved as the other person for being “punished” and start to act out in passive-aggressive ways. That is, they implement subversive, retaliatory behavior, such as gossiping or sniping, to put themselves back into significance.

In the next chapter, you will learn a healthy way to adjust your circumstances by bringing up issues with people and trying to resolve them in a mutually beneficial way.

As mentioned earlier, this is scary for some people because such a move brings up the potential for conflict, and many people will have bought this book to mitigate or avoid conflict. For that reason, it is important to consider whether we should speak up and say anything in the first place.

There is a saying, “You might win the battle but ultimately lose the war.” This means you should pick your battles wisely. Some people must win at all costs in a significance battle. They ultimately lose their friends, alienate their family members, and are avoided by people at work. They get lost in the encounter and fail to see the bigger picture.

If your child is feeling the anxiety of doing exams and says something uncharacteristically disrespectful, then it may be prudent to let it go, and write it off to their stress. If it happens again, failing to speak up may indicate you condone the behavior and might cause future problems.

Raising an issue with a friend who has inadvertently said something dismissive but is usually caring may not be worthwhile. If they are prone to making back-handed comments, it might be appropriate to speak up.

Making a public issue with someone who has said something rude to you or near you, whom you may never see again, may not be prudent. Saying something to someone with whom you have a long-term relationship may be the right thing to do.

In the workplace, if someone is under severe stress or is struggling through a large organizational change, you may forgive a minor indiscretion. If it is major, if it is about something completely unacceptable such as racism or sexism, or if the person does it again, then it needs to be dealt with.

In a workplace negotiation or customer service situation, you may ignore some poor behavior or intimidation tactics by the other party. If it continues, escalates, or becomes personal, you definitely need to call them on their behavior. Yes, even in a customer service situation!

You may remember in chapter five when I was talking about how significance happens in fleeting relationships, and I gave the example of sitting next to a big guy on a train. In that particular encounter, I didn’t say anything to him.

I didn’t make that choice because he was big, and I sat squirming in my limited seat in negative-insignificance. I decided not to say anything because I was only travelling three stops, and it was not worth the potential drama. I simply sat very contracted and attended to emails on my phone; I deemed them to be of higher importance than my comfort.

Had I been travelling for a longer period, I would have spoken up.

Ultimately, you get to choose. Avoidance can be a good strategy, and in the above scenario, it was. In some cases, avoidance can also come back to bite you if you have allowed important, negative behavior to go unaddressed.

A good rule of thumb is: *Wait!*

WAIT

Some people may be reading this book because their communication sometimes borders on aggressive—they can put people off, tend to react too quickly to an issue, or stir up trouble that is unnecessary and avoidable. This is the tool for you, although it is useful for everybody.

Those behaviors listed above are often driven unconsciously by the need to jump up in significance, and they usually place you on the negative-significance side of the Emotional Judo® mats. Simply waiting before doing means we are not reacting, but rather choosing our response.

And while you *wait*, you can also WAIT! Ask yourself the WAIT questions:

Will fixing this issue be beneficial, not just for me but for our long-term relationship?

Am I following a poor pattern of behavior by saying something here? (Usually applicable to the person who is very reactive or has a short fuse.)

Is now the best time?

Trick?

“Trick” is usually more applicable to those who are reading this book because they have trouble asserting themselves and speaking up, though it can apply to those quick to react, too.

Sometimes, if you tend to shy away from conflict, it is easy to trick yourself out of speaking. It all depends on the answers that you give to the *W* and *I* parts of WAIT.

As an unconscious way of avoiding the negative feelings of being in conflict, you may not give an honest appraisal of whether it is appropriate to speak up. Some people tell themselves things like: *It's probably not really the time to speak up. Less said, soonest mended. It's best not to make waves.* If you find yourself thinking anything like this, then go back and visit the *A* part of WAIT, where you might ask yourself a slightly different question: “Am I following a poor pattern of behavior by *not* saying something here?”

For those who may tend to react too quickly, “Trick” can be a good review, to find out whether you have made an accurate assessment or have unconsciously answered falsely to give yourself the green light to jump up into negative-significance, where you might feel right at home.

Key Distinctions

1. There are only three ways to deal with problems in our lives:
 - Run (Avoid them)
 - Rectify (Change/fix the environment)
 - Reconcile/Regulate (Accept the issue is not going to change. Manage ourselves and the way we respond to the problem)
2. Rectify could positively include: creating systems, invention and asking others to change. Some negative forms might be: getting angry, controlling, dominating others, competing, giving the silent treatment.
3. If we need to rectify every encounter we have, no matter how trivial, we may win each battle, but ultimately, lose the war, when people avoid or leave us.
4. Understanding when it is prudent to share and when not to can be solved with WAIT:
 - Will this be beneficial long term?
 - Am I following a poor behavior pattern?
 - Is now the best time?
 - Trick? Am I tricking myself with my answers to W, A, and I, to speak up or not speak, depending on my usual behavior.

9. U WIN/I WIN

“Win/Win is a belief in the Third Alternative. It’s not your way or my way; it’s a better way, a higher way.”—Steven Covey

Sometimes, you may want to address an issue with somebody personally or professionally. Something that person is doing is affecting you negatively, and you need a way to address the issue without getting into conflict.

In the workplace, this could be many things. Managers, like Rob the construction manager in one of our case studies, might need to address poor performance and behavior issues with their staff. A staff member may need to raise concerns about a decision or about the behavior of the manager. Team members, such as Win-at-All-Costs Wendy, might need to tactfully broach concerns with another team member about how that person’s behavior is jeopardizing team outcomes, rather than putting them down by patronizing.

In our personal lives, a sister or brother could have said something offensive, as in the case of Feuding Frances and Fiona in our earlier examples. A parent might be intruding too much into your personal life, as with Kara, or not be willing to acknowledge you, as it was for Lucy with her mum. Maybe your spouse is causing you problems, as in the cases of Carol and Ron or Dorothy and Oscar. Perhaps a friend has offended you in some way.

U WIN/I WIN is a structure that helps you minimize conflict while allowing you to ask others to adjust the way they are behaving. There are some slight variances between how you would use this tool in the workplace and how you might use it in a personal relationship. This tool is definitely not to be used with a customer. The workplace version is an internal tool for issues within a workplace, though it could also be used for someone who supplies to you if you wish to keep them as a supplier.

U WIN/I WIN has eight steps. They are:

Up front/Understanding (either or both)

When you...

I feel...

Name the context...

Invite acknowledgement

What I'd like instead...

Invite a response

Negotiate/Discuss if necessary.

Personal Version

Let's look at the example of Feuding Frances and Fiona to see how this might work. If you remember, Fiona and Frances were very competitive sisters. On one occasion, Fiona, to win a point over her younger sister in an argument, brought up some personal details about Frances and her husband. Frances had shared these details with her sister at a time when she'd needed someone to talk to about her marital difficulties. Originally, Fiona was supportive but later, in sibling rivalry, used the sensitive information against her sister.

Frances, who was consulting me as a private client at the time, then refused to communicate at all with Fiona. It is understandable that Frances wanted distance from her sister because she was deeply hurt. She also revealed that she had secondary motives. Frances was using the silent treatment as a way of punishing her sister.

Frances and I created and rehearsed a way she could speak to Fiona about the situation that would express her boundaries and feelings but not make things worse.

U: "Fiona, I would like to talk to you about our recent argument."

U: "I acknowledge this may be a touchy subject for both of us. I also believe it is beneficial for our relationship to air some issues. This isn't a blaming session; it's about understanding how not to let what happened happen again."

W: "When you brought up sensitive information about Bob and me that I had told you about during a really vulnerable point in our marriage, and then used it to win a point in our argument."

I: “I felt really shocked, hurt, and offended.”

N: “Because I shared that information in trust, and you were very concerned for me at that time.”

I: “Do you get what I’m saying?”

W: “No doubt, we will have other debates in the future, so I would like to come to an agreement with you about what is acceptable and not acceptable in our arguments. First, I nominate that private, sensitive issues about our relationships with our spouses or children are no-go zones in our own arguments.”

I: “Do you agree?” Or, “What are your thoughts?”

N: Here, you need to be prepared to Negotiate with EASE or simply discuss in more detail if the other asks questions.

Let’s dissect this conversation to give you more understanding of what to do at each step.

U: (Up front) “Fiona, I would like to talk with you about our recent argument.”

- Let the person know “Up front” you would like to talk about a particular point.
- This could be a specific issue, like Frances’s example.
- If it is a very sensitive issue, you could say something like: “Fiona, I’d like to talk to you about something that has been really concerning me.” In the above scenario, I thought Fiona would know what it was about, anyway, so I suggested that Frances be direct.

U: (Understanding) “I acknowledge this may be a touchy subject for both of us. I also believe it is beneficial for our relationship to air some issues. This isn’t a blaming session; it’s about understanding how not to let what happened happen again.”

- This step is to show the other person that you intend to play fairly and not dump on them because you are stepping into positive-less-significance.
- You may decide only to do Empathy (show your Understanding) at this step, such as when speaking to a spouse. “I appreciate that you get a bit uncomfortable talking about our relationship...” or “I respect that you have strong views about what happened the other day...”
- In Frances’s case, because it was a very touchy subject, I coached her to do the full EASE—as shown in Frances’s example above—which makes it potentially safer for the other person to enter the process.
- The full EASE acknowledges the other person’s resistance (Empathy), gives your reason why it is still good to have a conversation (Assert), outlines a structure that is about fairness (Suggest), and then waits with caution (Expect). At this point, the person may agree to enter the process or become defensive. We will address how to deal with the other person becoming defensive soon.

You can do either U or both. In this instance, because it was such a big issue between the sisters, I coached Frances on how to use both.

W: (When you...) “When you brought up sensitive information about Bob and me that I had told you about during a really vulnerable point in our marriage, and then used it to win a point in our argument...”

- This point brings up the issue at hand
- Make sure it is:
 - Specific: “When you said X last night,” or “When you put me down in front of others, as you did last night.” (Not: “When you are rude...”)
 - Have concrete example/s: “When you said X about me last night in front of your friends...” (Not generalized: “When

- you put me down in front of others...”)
- Talk about their behavior; don't make it personal: “When you put me down in front of your friends last night...” (Not: “When you are a jerk...” or “When you are rude...”)
 - Base your statement only on fact, and avoid opinions, as they can be argued: “When you put me down in front of others, like you did last night...” (Not: “When you try to make yourself look big in front of your friends by putting me down...”)
 - Avoid exaggeration and totalizing statements: “When you put me down in front of others, such as last night...” (Not: “When you always put me down...”)

I: (I feel...) “I felt really shocked, hurt, and offended.”

- Why do we need this line? Feelings are a very important part of being human. They are the cornerstone of art, motivation, and, most important in this context, personal interaction.
- Expressing your feelings to another is good because doing so shows that person there is a negative impact to what they are doing, and if they care about you, this alerts them to a problem.
- You cannot argue with another person's feelings, and they cannot argue with yours. Your feelings belong to you. People may call you silly or question why you have a certain feeling, but how you feel cannot be argued against the way an opinion can be.
- This is not a place to dump on another and try to put them on a guilt trip. It is simply a way to alert another person to a problem. There is a saying that when one person in a relationship has a problem, both do.
- Make sure you say, “I feel...” rather than, “*You make me feel...*” (That's blaming the other.) Or “*I am or become...*”

(You are not your feelings; they are just a part of you.)

- It is important that what comes after “I feel...” is an emotional statement, not an opinion. “I feel you do not respect me” is an opinion and can be argued; whereas, “I feel disrespected” is an emotional state that can’t be argued with.
- Most feelings are fair game to share, but keep them in the median area, and be careful with *anger*, *ashamed*, and *disappointed*.
 - The median area means the mid-range of a feeling state. If you imagine a continuum between a bit nervous, to worried, to anxious, to terrified, then worried or anxious are probably your best choices.
 - *Anger* is a loaded word in our society, and people can sometimes shut down when they think another person is angry. It’s best to say *frustrated*, *irritated*, or *annoyed*.
 - *Ashamed* and *disappointed* can sometimes really dump on a person, especially if you say, “I felt disappointed *in you...*” The point is to alert them that something is wrong, not to punish them.

N: (Name the context) “Because I shared that information in trust, and you were very concerned for me at that time.”

- This step is more applicable in workplace scenarios than in personal relationships.
- Even though you have a right to your feelings and they can’t be argued with, some people may still want to know why. Sometimes, you really have to point it out to those who may be a bit insensitive.
- Fiona will most probably know what she did that was offensive to Frances, but it is sometimes good to remind the other person of the context.

- This step should always begin with the word “Because,” because when we are five years old and driving our parents crazy asking, “why,” our parents’ answer usually started with “Because.” We are, therefore, programmed to expect a reason after “because.”

I: (Invite Acknowledgement) “Do you get what I’m saying?” or “Do you know what I’m talking about?”

- You need to invite acknowledgement that they agree there is an issue.
- The person you are doing U WIN/I WIN to needs to accept there is a problem before they can change. This relates to the third R—Reconcile.
- Without reconciling to the fact that there is a problem and acknowledging that, the issue will not cement in their mind and cause a trigger. If that happens and the situation occurs again, they will probably not carry out your request because it will not figure in their mind as important.
- This is the part of the U WIN/I WIN where you will most likely get pushback, disagreement, or excuses, because changing their behavior might represent hard work to them. We will address how to deal with this soon.

W: (What I’d like instead...) “No doubt, we will have other debates in the future, so I would like to come to an agreement with you about what is acceptable and not acceptable in our arguments. First, I nominate that private, sensitive issues about our relationships with our spouses or children are no-go zones in our own arguments.”

- You could start this statement with, “What I’d like instead...” but that may come across as a bit too dictatorial. It can

sometimes be a good starter with children.

- Other ways to start could be:
 - “A good way to solve this might be...”
 - “What would work best for me...”
 - “What I suggest as the best way to solve this is...”
- You could even ask them to come up with the solution. “What do you think could be a good way to fix this issue?” (Definitely not: “What are you going to do about it?”)
- In the case of Frances, she proposed a set of rules for both Fiona and herself to follow if they should argue again, which was highly likely to occur.
- Frances is also holding herself to account as well as her sister, so her suggestion is more likely to be accepted.

I: (Invite a response) “Do you agree?” or “What are your thoughts?”

- Because you have proposed something to the other person, you need to gauge their response to what you have put forward.
- This, again, is another likely place you will get pushback, disagreement, or excuses because you may have proposed something they may not be comfortable with, that they anticipate is going to cause them difficulty, or that they consider beyond their ability. The solution for this is outlined below.

N: Here you need to be prepared to Negotiate with EASE

- This is the point to deal with their pushback or counteroffers with the EASE structure.
- Be careful to ensure you keep your boundaries intact; don’t just accept a counteroffer that does not work for you.

- At the same time, this is not the place to play “My way or the highway.” We are seeking a win/win or acceptable compromise for both parties here.

Pushbacks, excuses, and counteroffers can occur at any stage of the U WIN / WIN structure. We discuss this in more detail in the next chapter, but EASE (or a slightly altered version EARS, you will learn in chapter nine) is the structure to use when dealing with most issues that will arise during the U WIN/I WIN process.

Empathize with their viewpoint, counteroffer, or defensiveness.

Assert your position, boundaries, and what you are looking to achieve.

Suggest an alternative or solution to the sticking point.

Expect another pushback or counteroffer from them.

U WIN/I WIN needs to closely follow the structure when stakes are high, as in the case of Frances and Fiona, because it is designed to be respectful and yet solid. It includes the necessary information and affords the speaker—the Jem—confidence via the structure.

It does not always have to be as formal as the example shown above. It can be more conversational. So, if you decide it is important to speak up but the topic is not as weighty as Frances’s and Fiona’s, here is a simple example of how you can use the template in the moment.

Many years ago, my then wife and I were driving back to Sydney after a holiday. She was at the wheel, and we were on a freeway doing 110 kmh (about 70 mph). To me, she was driving too close to the car ahead of us for the speed we were doing. I feared that if the car in front of us changed speed or swerved to avoid debris or an animal, we would plow straight into it.

I have other more recent examples, but this one really stuck in my head because I had gotten myself into trouble for criticizing my wife’s driving before. So this time, I said:

U: “Darling, I know you’re itching to get home as quickly as possible.”

W: “When you drive this close to the car in front...”

I: “I feel quite anxious”

N: “Because we are likely to crash if an animal strays into the road or something.”

I: (I needed no acknowledgement because it was not a past event that was being brought into the present. It was happening right at the moment.)

W: “Would you mind pulling back a few car lengths, so we can be just a little bit safer?”

I: (No need to invite her response) She immediately gave it to me by pulling back.

N: (No need to negotiate) I just said, “Thanks, I really appreciate it,” and we continued our conversation.

You can even use this structure with a stranger, and sometimes, you can even shorten the structure to just U WIN (even though you will win as well), depending on the context.

Remember my story of the big guy on the train? If I were going to be sitting in the seat for a longer period, here is an example of how I could have brought up the issue with him.

First, I would smile and face him and address him in a happy tone to show I did not want a fight.

U: “I appreciate that we are both big guys, and they seem to have made these seats for smaller people.” (In this instance, I am empathizing—almost sympathizing—with him to show I have the same issue with size as he does. I am not suggesting that only *his* size is a problem. I also point out that the problem lies with the seat size, not with us.)

W:
I:
N:
I:

} No need for these parts in this case.

W: “Would you mind just moving forward a bit, so I can fit my shoulders in, too? Then I’ll be on the lookout for another spot, so we can both ride in

comfort.”

I: “Is that cool?”

N: Depending on his response, I might negotiate, or if he does nothing, I might reconcile and stay, or reconcile and move.

You may well ask how you would know when to change U WIN/I WIN.

If you have ever learned a musical instrument or had the misfortune of living next to someone who is learning one, most likely, you have learned or have heard the scales. This is the underlying structure of music. Playing scales makes a musician nimbler with their instrument but also helps them when it comes to playing a song. The song will usually be a variation of the scale, so being able to play the scales will help to play a song.

The U WIN/I WIN structure is a little bit like playing the scales. Becoming adept and practiced at implementing the full structure will allow you versatility in the way you deploy it, given the context you are faced with.

Workplace Version

Let's now examine some of the differences required when you do the U WIN/I WIN in the workplace. Again, I will use someone we have met already in our case studies—Michael the Manager who was new to Australia and from another culture. Perhaps you remember that Michael had some issues with how he expressed his authority.

U: “Bill, I would like to talk to you about your arrival times in the morning. Is there anything I should know about?”

If no then...

W: “When you arrive late on a regular basis—for example, Monday, Tuesday, and Thursday of last week—up to about half an hour each day.”

I: “I feel concerned.”

N: “Because you are a team leader and you set a poor example to your team members, so it will be harder to speak to them about their lateness if necessary.”

I: “Do you get what I’m saying?”

W: “What I’d like instead is for you to arrive at least five minutes before your shift starts.”

I: “Is that fair?” Or, “What are your thoughts?”

N: Here, you need to be prepared to Negotiate with EASE or simply discuss in more detail if the other asks questions.

Let's dissect the above to give you an understanding of the differences in the workplace version.

U: (Up front) “Bill, I would like to talk to you about your arrival times in the morning. Is there anything I should know about?”

- Let the person know “Up front” you would like to talk about a particular point.

- Up front is the most likely scenario in a workplace situation; however, it could be Understanding, especially if you are speaking to a colleague or manager. For example, you may start with, “I appreciate that you and your department have been extremely busy of late...” in order to get them on side before sharing your constructive feedback.

W: (When you...) “When you arrive late on a semi-regular basis—for example, Monday, Tuesday, and Thursday of last week—up to about half an hour each day.”

- This point brings up the issue at hand. It will generally be about someone’s performance or behavior.
- It is the trigger point for the person to behave or perform differently the next time the issue presents itself.
- Make sure this line is:
 - Specific: “When you arrive late on a regular basis—for example...” (Not: “When you keep showing up late...”)
 - Have concrete example/s: “...for example, Monday, Tuesday, and Thursday of last week—up to about half an hour each day.” (Not generalized: When you are late...)”)
 - Talk about their behavior; don’t make it personal: “When you’re late on a semi-regular basis...” (Not: “When you’re slack...”)
 - Base your statement only on fact, and avoid opinions, as they can be argued: “When you’re late on a semi-regular basis...” (Not: “When you let down the team...”)
 - Avoid exaggeration and totalizing statements: “When you’re late on a semi-regular basis...” (Not: “When you’re always late...”)

I: (I feel...) “I feel concerned.”

- Even though this is not a personal relationship, when you are talking to a subordinate staff-member, it is important to include the “I feel” line because it makes you more human. They have feelings about issues, and if you don’t express your own feelings on occasion, they may consider you cold and robotic.
- All of the elements as to how you express this line are very similar to the personal version: it is not a guilt trip; it needs to be in the median range of feelings; and, it is not an opinion, it is a feeling state.
- This line can be replaced if you are doing U WIN/I WIN to colleagues or to more senior staff, such as managers. If you have a close and solid relationship with these people, then you can leave it in.
- The replacement line instead of “I feel...” is, “It’s an issue because...” and then go straight into the next line. For example, to Manager Rob it may go, “Rob, when you gave me negative feedback in front of my team as you did last Wednesday, it was an issue because it undermined my leadership, and all afternoon they were making snide remarks and not as focused on their work as they should have been.”
- I will elaborate on why you might switch these two lines when we get to the types of pushback you might get.

N: (Name the context) “Because you are a team leader and you set a poor example to your team members, so it will be harder to speak to them about their lateness if necessary.”

- This is the most important step in workplace scenarios.
- It takes it away from being a personal conversation to a work conversation.
- This also becomes important if you should get pushback or excuses from the other person.

- If you are doing this up or across the chain of command, such as to Manager Rob in the previous example, it means you can have a business discussion.
- In such incidents, it also can be useful to include a WIIFM. This stands for What's in it for me—for the listener, that is; not for the speaker. Even though you may have a legitimate business context, they may still question whether they need to change, considering they are in the senior position.
- In Rob's case, it might go something like: "because it undermined my leadership, and all afternoon they were making snide remarks and were not as focused on their work as they should have been. And since I get measured on their performance and you get measured on mine, it can be counter-productive."

I: (Invite Acknowledgement) "Do you get what I'm saying?" or "Do you know what I'm talking about?"

- This step is exactly the same in both the personal and workplace versions.
- You need to invite acknowledgement that they agree there is an issue.
- The person you are doing U WIN/I WIN to needs to reconcile with themselves and accept there is a problem before they can change. This relates to the third R—Reconcile.
- Without reconciling to the fact that there is a problem and acknowledging that, the issue will not cement in their mind and cause a trigger. If that happens and the situation occurs again, they will probably not carry out your request because it will not figure in their mind as important.
- This is the most likely part of the U WIN/I WIN where you will get push-back, disagreement, or excuses because

changing their behavior might represent hard work to them. We will address how to deal with this soon.

W: (What I'd like instead...) "What I'd like instead is that you arrive at least five minutes before your shift starts."

- It is okay to start this statement with, "What I'd like instead..." to a subordinate staff member because sometimes, they need to have the new objective spelled out for them. This is not disrespectful; you are in the position of authority, and it is pragmatic.
- Sometimes, you may work more collaboratively by asking them to come up with the solution. "What do you think could be a good way to fix this issue?"
- If you are addressing a colleague or manager it is better to show more respect for their position by starting with:
 - "A good way to solve this might be..."
 - "What would work best for me..."
 - "What I suggest the best way to solve this is..."

I: (Invite a response) "Do you agree?" or "What are your thoughts?"

- This is similar to the personal version.
- As you have proposed something to the other person, you need to gauge their response to what you have put forward.
- This, again, is another likely place that you will get push-back, disagreement, or excuses because you may have proposed something they may not be comfortable with, that they anticipate is going to cause them difficulty, or that they consider beyond their ability. The solution for this appears below.

N: Here you need to be prepared to Negotiate with EASE.

- The main difference between the workplace and the personal versions is that when you are dealing with *subordinate* staff members, this may be more a discussion than a negotiation because such conversations are mostly about their behavior, performance, or adherence to protocols. In many instances, these are non-negotiable, even though the staff member may try to make them so.
- This is the place to deal with their push-back or counteroffers with the EASE structure.
- Colleagues and managers may have legitimate push-backs around conflicting business contexts, so there may be room for negotiation with them at this step.
- Be careful to ensure you keep your boundaries intact, and don't just accept a counteroffer that does not work for you.
- At the same time, this is not the place to play "My way or the highway." We are seeking a win/win or acceptable compromise for both parties here.

So now you have a structure to bring up issues of concern for other people. Let's examine the likely Emotional Karate you might receive in response via the Seven Types of Pushback.

Key Distinctions

1. U WIN/I WIN is a structure to bring up potentially difficult subjects with another person whose behavior is impacting you (or did in the past). It fits into the "rectify" area of the three Rs, because asking another person to change is part of changing your environment.

2. Even though you are asking for a change in the other, there are many opportunities for their input in the process of moving toward something that works for both of you—win/win.
3. The personal and workplace structures are the same, however, in the workplace structure, there is an emphasis on the first *N*—Name the context—which ultimately provides a way to deal with pushback from staff members, colleagues, and managers.
4. It is important to be specific and provide concrete examples, because this then becomes the trigger in the other person's mind, when they need to act differently given similar circumstances in the future. If your feedback is too vague, the trigger might not occur.
5. Once you learn and become proficient at the full U WIN/I WIN structure, you can adjust some steps if called for, depending on the situation.

10. The Seven Types of Pushback

“Humor is just another defense against the universe.”—

Mel Brooks

When you do a U WIN/I WIN or EASE, the receiver might push back, disagree, or flat out reject what you’ve said. Even if you have used Emotional Judo® skills in your delivery, humans being humans will sometimes react emotionally. They may try to avoid the reality of what you are saying; they may have a different view.

This is why the last *E* is built into the EASE structure. You need to *expect* they will come back. Being prepared for this, will give you a head start in how you handle the process.

We have used the sport of judo throughout this book. But if you were a competitor in any sport, knowing the habitual tactics of your opponent/s would give you a great advantage. Rather than be taken by surprise, you could thwart the tactic before it could advantage them.

But if you had never played that person/team before, they could surprise you with something unpredicted. Knowing that there is only a limited number of set patterns they could choose, would also help you prepare. You could still gain your advantage.

Sometimes a person’s response will be a justified negotiation but sometimes it will be a negative reaction.

The seven types of pushback have been collected over the twenty-one years I have been facilitating communication skills in both clinical and corporate settings. During workshops and sessions, clients would share their concerns. They feared the negative pushback they might get when they used their Emotional Judo® skills. They wanted to be prepared for any situation.

There seemed to be a repetition in the types of scenarios they brought up. Over time, I began to realize that the examples they raised about potential pushback, fell into seven areas.

These categories are as follows:

1. Trivialization
2. Shift of Context
3. Scotoma
4. Manipulation
5. Emotional Reaction
6. No Chance
7. Silence

You are likely to get these in varying ways in both personal and workplace U WIN/I WIN situations as well as to EASE and variations of EASE. Let's examine what they are in this chapter, then we can find strategies for them in chapter eleven, The Karate Kitbag.

Beware! You may find that you do some of these yourself.

1. Trivialization

Trivialization is where the person you are delivering your U WIN/I WIN or EASE to, minimizes or trivializes the importance of what you are saying to them. You may hear them sarcastically say things such as, “Suck it up, Princess!”, “It’s not that big a deal,” “I think you’re being a bit sensitive about this,” “Do I hear a whiner in our midst?” or “Oh, come on, don’t be so anal about this, Michael, it’s only fifteen minutes in the morning.”

This is why I have recommended in the U WIN/I WIN Workplace Version not to share your feelings with colleagues and managers, and instead, replace this first “I” with “It’s an issue because...” Sometimes, less scrupulous people in positions of power can put down others by questioning their strength.

In my view, it is a show of emotional intelligence and strength to acknowledge your feelings, but that is not considered the case in all workplaces or in all personal relationships. Therefore, when dealing with colleagues and managers, it is usually best to not create a target for trivialization to happen. Even if you do not divulge your feelings, some people can still trivialize.

In personal relationships, it is still best to share feelings because this is where we often connect personally. There is a slightly different way to deal with the personal pushback.

2. Shift of Context

Shift of context is a very common defense mechanism. Even though it is not the intention of your U WIN/I WIN or EASE, the other person may feel guilty or sheepish about the issue you are bringing up, based on the context that you have created. This is especially so when it is a business context in a U WIN/I WIN in the workplace.

There are three main types of context shifts: personal, legitimate, and clash.

Personal

Many people will do anything they can to get the heat off them and relieve their guilt or embarrassment. Usually, they come up with a different context that might represent a sensitivity or problem area for *you*. Their context is likely to be personal to them or to you; hence, it is called the “personal” version, and it can happen in pushbacks in workplace relationships just as much as in personal relationships.

Let’s examine the situation of Frances and Fiona, the feuding sisters you met in the *EASE Skeledition*. The pair were in their forties with grown children. Fiona, the elder sister had used sensitive information against Frances in an argument. After a period of “no-speaks”, I recommended Frances did a U WIN/I WIN. This was to get their relationship back on track and create some better boundaries moving forward.

Fiona was apparently good at emotional karate and might have responded with:

“It’s always about how you feel, Frances; there’s never any consideration for what I might be going through!”

Or... “You always pick on the negatives, Frances; what about all the times I’ve supported you when you’ve had issues with Bob?”

Or, perhaps... “You do that all the time to me, Frances.”

The last one might not be true, but it could knock Frances off-guard while Fiona thinks of another way to rattle her sister and escape the heat of an earnest conversation. Note, too, that Frances’s name is being used in all the examples, and you can probably imagine the patronizing tone of the older

sister to the younger. This would possibly be to put Frances back into her place, as Fiona might have done when they were growing up. All of Fiona's pushbacks are designed to trigger guilt and defensiveness in Frances and derail the conversation.

If we examine a workplace example and go back to Michael's U WIN/I WIN that he shared with Bill. Michael the manager was addressing Bill the team-leader's consistent lateness. Bill might have come back with any of these shifts of context:

"Oh, come on, Michael; when you were in the team, you used to arrive late all the time." This is shifting to *you* and how *you* may have behaved poorly in the past.

"What about Sharon? You never talk to her about being late. She's your pet." This shifts to another team member and what *they* are doing wrong.

"This organization just takes and takes; it never has any flexibility for people's personal lives." The context shifts to the *organization* and its faults.

"But I thought we were friends, Michael." This is a really sneaky one, especially if you have jumped out of a team and are now leading people who used to be your peers. It shifts to, and questions, your friendship.

Legitimate

Every now and then, you will get a context shift that is legitimate. This is where the other person introduces something into the conversation that is true and therefore is a legitimate reason the person behaved or performed the way they did. In personal relationships, for example, it might have to do with illness, taking medication, or a distraction from a phone call. These reasons might be real but might also be pushback number four—Manipulation.

In Michael and Bill's workplace scenario, Bill may say something like, "I'm sorry, Michael, my mother has been sick, and I need to take her to the hospital early in the morning, and by the time I get her home again, I am then hit with a wall of traffic."

This may be true, but the problem is that Bill has not informed Michael of the possibility of being late.

In the personal realm, an example might be found in Ron and Caroline's relationship, one of the couples in our case studies. Caroline may bring up an

issue in a U WIN/I WIN, how Ron has not been helping as much with the children as they had previously agreed he would. Ron may tell Caroline that one of his staff members has been away on sick leave, resulting in him working late.

In this case, it would have been better for Ron to share this information proactively with Caroline, before she confronted him with her U WIN/I WIN.

Clash

A clash of contexts usually applies to workplace issues rather than personal relationship issues; although there are scenarios where it could happen in the latter. A clash is where there are two (usually legitimate business) contexts that conflict. The person bringing up the U WIN/I WIN has a legitimate and important business context and the other person does, too.

Let's imagine Michael, the manager mentioned before, is having a conversation with Wayne, a manager of equal standing to Michael.

Michael says, "Wayne, I'd like to talk to you about the toolbox meeting this morning. When you read those performance figures out, the team felt really deflated. And, as a result, it was difficult to get them motivated and at full production. Do you get what I'm saying?" (Wayne nods.) "What would be good is if you could show them to me before you announce them, so I can veto anything if necessary."

Wayne replies, "But Michael, I am time-poor. And, I am doing you a favor by coming to your team meeting in the first place. I simply don't have time for that to happen."

Both Michael and Wayne have legitimate contexts; therefore, there is a clash.

This may also be the case on a personal level in the previous example of Ron and Caroline; both their contexts being legitimate, might clash.

3. Scotoma

A scotoma is the medical term for a blind spot; a loss of vision in a partial field. In this instance, we are using it to describe a situation where people are unaware of a behavior that they do or perhaps something they say or how they say it. For example, someone might have a terse way of answering the phone or a habit of speaking overtop of others, and when you bring it to their attention, they don't know what you are talking about. In their mind, they are being nice or just interacting.

I recently conducted a communication class where one of the participants said, "I guess" very repetitively as a filler phrase to avoid saying "um." When I brought this to his attention, he had no idea he said it and kept on saying it when he made contributions or did role-plays. He was a middle manager. I pointed out that the phrase undermined his credibility because, it suggested he didn't know; he guessed. Once he was made aware of it, he worked hard throughout the two-day program, to change it. Even then, he still stumbled a few times.

Hence, sometimes, when you do U WIN/I WIN with people, they will respond with a blank and puzzled look or deny they know or do what you are suggesting. There is a special way to fix this, which we will cover in the Karate Kitbag.

4. Manipulation

Of course, some of you are probably saying to yourself, but what if they are lying and pretending they have a blind spot? Deliberate lies, withholding, emotional blackmail, and deceit are manipulation.

Sometimes, you know it is happening; sometimes, you are suspicious and need to verify information, and sometimes, you may be blissfully ignorant.

5. Emotional Reaction

Emotional reaction is a shift of context, similar to push-back type two. However, it is a unique situation because when someone starts crying or throwing a tantrum in front of you, it takes some skill and nerve to deal with it.

Sometimes, people have learned, either consciously or unconsciously in their growing process, that when they start crying or throw a tantrum, the other person backs down. This is usually Mom, Dad, or siblings in the first instance. Over time, for some, this becomes an unconscious habit to avoid consequences when the heat is on. Others may do it deliberately. This is really then, both a shift of context and a deliberate manipulation.

In some instances, the tactic may be to attack you personally. Sometimes, this can be through an angry outburst from the other; sometimes, it can be cold and calculated. Again, this is both a shift of context and a deliberate manipulation. It is designed to put you off your game.

There can be a gender skew in the emotional reaction you receive. Women are more likely to cry, and men are more likely to become feisty. In the work I have done, both clinically and in the workplace, I do not believe this is biological; rather, it is socialized—learned behavior. Women can throw tantrums, and men can cry.

It is something to consider for those dealing with people who are veterans or Baby Boomers (born pre-1965). Many women in these generations were taught that it is not “ladylike” to express anger. As a result, they learned to express their anger through tears. This was confusing for men of the period, who thought women doing this—crying—were sad about something. These days, men and women who deal with pre-1965 generations might still get confused. It is highly likely that the women of post-1965 generations in the Western world have not grown up with the pre-’65 messages. Although, it is possible in some cultures and even within the West that this habit still exists.

Men, on the other hand, can mask their fear and anxiety with anger, and this habit persists in current generations. That is a topic we cover some more in the Inner Game of Emotional Judo® in chapter twelve.

6. No Chance

When the other person you are trying to deliver your U WIN/I WIN to interrupts you, cuts you off, and basically prevents you from speaking, you have “No Chance!” This is a manipulation designed to prevent you from sharing your issues; your concerns may then never be heard.

This is a contemptuous act on behalf of the other. In a courtroom, the act of contempt of court is done to try to conceal the truth or disrupt proceedings in order to delay. The prime motive is to avoid consequences.

There are no courtroom rules or judge in a personal relationship, unfortunately. So, even though the other person may be deliberately goading you, it is especially important that you not get riled or become emotionally reactive. In such a situation, you are jumping into GATECRASHER on the Emotional Judo® mats, and you will never get anywhere. (This is a concept from the larger book called Significance Positioning.) The other person can then say, *you* are the one behaving poorly, and they can avoid dealing with the initial issue.

This applies in the workplace, even though we may have rules and a higher authority that can help us.

7. Silence

Giving the silent treatment is a passive-aggressive act. You believe someone has wronged you, so you cut off communication to teach them a lesson.

This is the case in most instances, which means that another person not responding to you will likely be a manipulation.

On occasion, silence could also be an emotional reaction. The person might be fearful to speak up, or has hit overwhelm and shut down as a result.

Could Humor be an eighth pushback?

We started this chapter with a quote by Mel Brooks on humor, yet I have not mentioned it as a pushback.

Humor might be a pushback by itself, however, I see it more as a behavior that could fall under several categories listed above. Similarly to the silent treatment, it could be a manipulation and it could also be an emotional response; some people laugh and joke as a way of managing their anxiety.

Humor could also be used to trivialize a situation especially if the joke is at your expense. It could also be used to shift contexts.

As a result, I have not given it its own category.

Might you be a culprit?

Have you identified that you might do some of these yourself?

You may remember Michael, a manager in our case studies who had migrated to Australia from another country. One big insight he experienced when he did some training with me, was the fact that he did many of the seven pushbacks himself, both to his own staff members and to his managers.

If you recognize that these are behaviors you also dabble in, then you need to find more appropriate Emotional Judo® tools to deal with situations where you feel uncomfortable with the feedback you receive. If you continue to do the pushback behaviors listed in this chapter, you are condoning them as acceptable behaviors, for others to engage in.

In the next chapter, we introduce tactics to deal with the not-so-magnificent seven pushbacks.

11. The Karate Kitbag

“Don’t limit your challenges; challenge your limits”—Anonymous

There is a hilarious scene in the movie *Raiders of the Lost Ark* where a villain brandishes a big sword at the hero, Indiana Jones. It looks very bad for Indiana until he pulls out a pistol and shoots the bad guy.

Jokes aside, if you try to do real judo and your opponent has a sword or a gun, chances are you will get hurt. However, it is also possible that a competent judo black belt could disarm someone who is not particularly adept with their weapon.

In this chapter, we examine how to effectively handle the Emotional Karate tactics people use in the seven types of pushback. You will also learn three tools that will help when people continue to do Emotional Karate, despite your initial Emotional Judo® moves. These three tools are also useful when you are using Emotional Judo® and the other person brings even more serious weapons to the encounter, such as name calling, guilt-tripping, or criticizing/attacking you about a personal issue.

The five tools in the Kitbag are:

- **EARS:** A variation of **EASE** specifically for use when experiencing most of the seven types of pushback to your **U WIN/I WIN**
- **3E+P:** An addition to **EASE** (or **EARS**) for dealing with people who push back multiple times
- **Name it to Tame it:** A tactic for dealing with disrespectful behavior from others
- **Role Reversal:** Helping very stuck people see a different perspective
- **Bandwidth Analogy:** How to deal with people who have narrow interests

Remember, we have already introduced **WAIT** as a tool to determine whether it is prudent to say anything at all.

Tactics for the Seven Types of Pushback

The most common tool you are likely to use in Emotional Judo® is the EASE structure. It is a great resource in most situations where the other person is using Emotional Karate.

EASE is usually deployed when saying no to people diplomatically, dealing with disagreements, handling complaints, or negotiating an outcome where both parties are happy. In short, we are setting our boundaries.

In many of these cases, it is the other person who is on the offensive. You, on the other hand, are being diplomatically defensive by showing concern for their issue and maintaining your boundaries. Of course, while it is highly possible that some of the seven types of pushback can occur in this setting, they are more likely to occur when you are deploying a U WIN/I WIN.

In this case, you have brought up the issue and have set the context; hence, you are on the offensive, and if the other person defends themselves, they are likely to use one or more of the seven types of pushback.

As you have named the context, it is best to deal with most pushbacks with a slight variation on EASE. It is called EARS. Metaphorically, you are grabbing their ears and getting them to listen.

EARS stands for:

- Empathize
- Assert
- Reiterate the context
- Suggest/State

The first two steps are the same as in the EASE structure that we went through in chapter six. The slight difference is that the “Assert” line is a bridging statement to emphasize the importance of what you are saying and to bring it back to the context at hand.

Reiterating the context means that you restate the context you brought up in the first “N” of your U WIN/I WIN. This is especially important in a workplace U WIN/I WIN, as it is where you will derive your strength.

In most instances, when using EASE, the “S” stands for “Suggest.” You are proactively starting the collaboration to look for a solution. On occasion, you will use “S” as “Stop” when the other person does not respect the boundary you have asserted.

In EARS, on most occasions, the “S” will be used as a “Suggest,” similarly to the EASE structure. The exceptions to this might be when a parent is talking to their child about household policies, a teacher is talking to a student about school policies, or a manager or team leader is talking to a subordinate staff member about organizational policies. The example of manager Michael talking to Bill is a case in point, as I will demonstrate in a moment. In such cases, the “S” becomes a “State,” where you *give* directions rather than suggest them.

There is still a need to Expect a further pushback from the other, similar to EASE, but for the sake of the acronym, this step is not articulated.

1. Trivialization

When someone diminishes the importance of your U WIN I/WIN, EARS is definitely the best structure to restore the importance of your feedback. Michael the manager might respond to Bill's pushback, "Oh, come on, don't be so anal about this, Michael; it's only about fifteen minutes in the morning," in the following way:

"I appreciate that you are concerned that I am being petty and nitpicking about timeliness, Bill (E). I would not be bringing this to your attention if it was not negatively impacting the team (A). As a team leader, you are setting a poor example to your team members, and it will be harder to speak to them about their lateness if necessary (R). What I'd like instead is for you to arrive at least five minutes before your shift starts (S)."

Note the "A" bridges between Bill's concerns and the significance of the reiterated context. Also note that the "S" in this case is a statement because Michael is in a position to direct Bill.

In a separate situation, Bill, as team leader, has done a U WIN/I WIN to Michael his manager about Michael having given Bill negative feedback in front of Bill's team. If Michael were to come back with, "I think you are being a bit too sensitive about this, Bill," then Bill's EARS might be:

"I acknowledge that you consider I am being trivial, Michael (E). I wouldn't be bringing this to your attention if I did not think the issue was detrimental to the team (A). As I said, when you gave me the feedback in front of the team, people were cracking jokes, and it was difficult to get them focused and productive for the rest of the afternoon (R). I am okay to take negative feedback where it is constructive. Because you are measured on my performance and I am measured on the team's, I suggest the best way forward is if you could please give any criticism one on one, in private (S).

Note that the "S" in this case is "Suggest." The word "please" has also been incorporated to show respect because Michael is in a senior position to Bill. This is not to say that Michael was being disrespectful in the previous example; but Michael, having already empathized from INVITER on the Emotional Judo® Mats, can immediately jump into INVITED; whereas, Bill is wise to go through INVITER again before moving to INVITED and putting forward his views.

If Mom did a U WIN/I WIN to her messy teenage son and he came back with, “Oh, Mom, it’s not that big a deal,” then Mom might use an EARS in the following way:

“I appreciate that you see I am nitpicking about your room (E). This is an issue that concerns the whole house (A). Because you have food scraps in here, and I can also not vacuum with such a mess on the floor, you’ll potentially attract cockroaches (R). All things need to be off the floor, towels hung in the bathroom, dirty dishes taken out, and food cleared away daily, or internet access will be reviewed (S).”

Note that the “S” in this case is a statement because Mom has the right to set such a policy in her house, even if the teenager is paying board.

2. Shift of Context

As mentioned, a Shift of context is a common defense mechanism, where the person who is receiving your U WIN/I WIN is trying to evade the context of your feedback. The three main types are: personal, shifting away from the issue to a personal issue of yours or theirs; legitimate, a real reason that needs to be accounted for in your discussions, and clash, where the other person has a valid context that clashes with yours.

Personal

In the situation of Frances and Fiona, the latter might pushback with:

“You always pick on the negatives, Frances; what about all the times I’ve supported you when you’ve had issues with Bob?”

Frances might respond with an EARS:

“I acknowledge that you have been supportive at times, Fiona, and that this issue is confronting (E). I have also supported you with issues you have had with Jack, and that makes what I am saying even more important (A). In these situations, we are sharing something at a vulnerable time in confidence and expect it to remain that way (R). I am sure that if we have other debates in the future, you would also like the same consideration from me. So, I would like to come to an agreement with you about what is acceptable and not acceptable in our arguments. First, I nominate that private, sensitive issues about our relationships with our spouses or children are no-go zones in our own arguments (S).”

In Michael and Bill’s workplace example, Bill might come back with:

“What about Sharon? You never talk to her about being late. She's your pet.”

Providing that Michael is not playing favorites, he might respond with the following EARS:

“I acknowledge your view that there are others in the team with issues of timeliness (E). Just as I am having a private conversation with you now, you don’t know the private discussions I have with other staff members. So, let’s leave Sharon out of this (A). As a team leader, you are setting a poor example to your team members, and it will be harder to speak to them about their

lateness, if necessary (R). What I'd like instead is for you to arrive at least five minutes before your shift starts (S).”

If Bill had come back with, “Oh, come on, Michael, when you were in the team, you used to arrive late all the time,” there may be a slightly different EARS.

If the accusation is true, then instead of empathizing, you would agree with the person's accusation. Provided you are not doing the behavior anymore, you could say something like:

“Yes, it's true, Bill, that I used to arrive late myself when I was in the team (E). With the benefit of being in a manager's position, I see how detrimental the habit of turning up late is, and you will note I don't do that anymore (A). As a team leader, you are setting a poor example to your team members, and it will be harder to speak to them about their lateness if necessary (R). What I'd like instead is for you to arrive at least five minutes before your shift starts (S).”

Legitimate

When facing a legitimate reason as to why something happened or didn't happen, such as in Michael and Bill's workplace scenario, where Bill says, “I'm sorry, Michael, my mother has been sick, and I need to take her to the hospital early in the morning, and by the time I get her home again, I am then hit with a wall of traffic,” you would do the following:

Sincerely empathize or even sympathize with the person and accommodate the new piece of information. In this instance, Michael may make some short-term adjustments to the schedule for Bill.

After doing this, Michael may need to do another U WIN/I WIN on the fact that Bill has not proactively communicated the issue to Michael. Instead, Michael has had to seek Bill out.

Clash

A clash is where two (usually legitimate business) contexts conflict.

This is shown in an example of Michael and Wayne, where Wayne is a manager of equal standing to Michael. Michael has delivered a U WIN/I WIN to Wayne about how Michael's team members felt deflated due to Wayne

sharing some information with them. Michael has suggested in future, Wayne runs things past Michael first.

Wayne pushed back with the legitimate and clashing context: “But Michael, I am time-poor, and I am doing you a favor by coming to your team meeting in the first place. I simply don’t have time for that to happen.”

Michael might do the following EARS:

“I appreciate that you are time-poor, and my suggestion does not work for you, and I am grateful that you take the time because the figures have more meaning coming from you (E). The challenge, as I mentioned, is... (A). Sometimes, as happened last time, if there is an issue with the figures, it may demotivate the team and hamper production (R). Perhaps if you can email me the figures, I could flag anything that might be problematic before your announcement. That would then save you time and avoid any issues for the team. How does that sound (S)?”

Note the show of gratitude along with the empathy statement. This stays a little longer in INVITER on the Judo Mats to potentially get the other person further on side.

3. Scotoma

A scotoma is a blind spot that someone might have to their own behavior. In such an instance, the person does not see they are doing a particular behavior and therefore, cannot acknowledge it. If they can't acknowledge it, they can't change it.

On some occasions, you may have concrete evidence of the person doing what you are bringing to their attention, such as a recording of a phone conversation with a customer. Hard evidence is a great way to break down the blind spot.

In the absence of such evidence, you might need to catch them in the act; hence, you might do an EASE and say:

“It seems that what I’m saying is coming as a surprise for you, and you don’t get what I’m talking about (E). I wouldn’t be bringing it to your attention if this was not important to the team (A). With your permission, the next time this happens, I would like to flag it with you and talk to you about it after. Is that okay (S)? (E).

Most people who have a true blind spot are usually curious and will agree with this suggestion.

4. Manipulation

Even if the person is manipulating you, you would still do a similar EASE to the one above.

The difference is that a manipulator will probably not agree to your suggestion of pointing out the problem the next time it comes up.

In such an instance, if you're dealing with a subordinate staff member or a personal relationship, you might ask the question: "If it isn't happening, why would that be an issue for you?"

By doing this, you are trying to force a discussion with the would-be manipulator.

This tactic is only good for non-violent personal situations or in subordinate relationships within the workplace. It is not appropriate to do with someone who might get physically reactive in a personal relationship, nor is it good for colleagues or people in senior positions in the workplace. With any of these people it may be better not to say anything, and in the workplace, be very careful to take good notes, back up conversations in email, and maybe get a third party involved, such as Human Resources.

5. Emotional Reaction

Emotional reaction is where the other person starts crying or throwing a tantrum in front of you, to potentially have you back down.

If there are Human Resources policies, then follow those policies, rather than doing what I am advising here. You may also like to get a third party in the room with you to act as a witness and potentially have the other person behave appropriately.

Otherwise, the following EASE is the best approach in a crying situation:

“Bill, it seems what I am saying is not sitting well with you. In fact, you appear to be struggling with what I am saying (E). If you would like a moment to visit the restroom [bathroom] (A), we can continue this in a few minutes (S).” (E).

In a tantrum situation, you would use a similar EASE but just not invite the person to go out of the room.

“Bill, it seems what I am saying is not sitting well with you. In fact, you appear to be struggling with what I am saying (E). If you would like a moment to regroup (A), we can continue this in a few minutes (S).” (E). And then wait while the person comes to terms with the situation. You may need to become comfortable with silence.

6. No Chance

When the other person interrupts you, cuts you off, and in some way, prevents you from speaking, you have “No Chance!”

In the workplace, you can do the following EASE, which may need to be said over the other person’s words:

“Bill, I have tried to give you an opportunity to discuss this (E). You have not been willing to do so. (A) That gives me little alternative but to go to a higher authority, which I need to do to get a result on this (S).” (E).

If you are the higher authority, they need to go into performance management.

If they are the higher authority, you need to consider your three Rs from chapter seven: Run, Rectify, or Reconcile.

The same is true of a personal relationship, where another person shows you little respect.

7. Silence

Silence is either a manipulation or an emotional reaction of fear or overwhelm. Start off by giving the person the benefit of the doubt, and consider it as the latter by doing the following EASE:

“I can see that you are quite impacted by this process (E). It is something we do need to discuss. (A) What do you need to feel confident enough to speak (S)?” (E).

Then just wait. If you do consider fear may be causing the other person to shut down, you might have to examine your previous behavior. You might also say another slightly altered EASE to give them another opportunity.

If you think it is more a manipulation, you might need to Name it to Tame it, which is another Karate Kitbag tactic, coming up soon.

In the workplace, depending on your position, you are most likely to either appeal to a higher authority or put the person onto performance management.

In personal relationships, you might have to go back to the three Rs. I have found that children—teenagers especially—are more likely to engage in conversation when you are sitting as if you are both in the front seats of a car and talking. That is, not face-to-face, instead, having a conversation while engaging with something else.

EASE times THREES then P-LEAS (3E+P)

As a little background to this tool, in the early 2000s, there was a trend—in Australia, at least—when people or situations were a bit annoying, for people to respond by rolling their eyes then saying the word “please” in a sarcastic tone with a heavy emphasis on the letter p. It kind of came out like, “Puh-Leeze.” If someone kept pushing back and pushing back, this could have been an occasion where you might say, “Puh-Leeze!”

Rolling your eyes and sarcasm are definitely not part of this tool, but the anecdote above gives you an idea of how to pronounce “EASE times Threes then P-LEAS” ...or 3E+P for short.

Not everyone will accept the EASE structure and boundary you have created the first time you do it, especially if you have not had a reputation for setting boundaries in the past. Some people do not like boundaries placed

upon them and sometimes will look for ways to step around you. Therefore, you need a backup strategy in case you get pushed back more than once.

3E+P is such a strategy, and it is just a slight deviation from the original EASE, so there's not too much more to learn.

Step One

Do EASE as you have learned so far.

If you should receive a pushback after the first EASE, then...

Step Two

Do another EASE, and if you receive pushback again...

Step Three

Do another EASE

You may think this will sound a bit formulaic and repetitive, but due to the number of different empathy starters I provided in the EASE section, it's not. If you start each time with a slightly different Empathy Statement, depending on what the other person puts forward to you, then your response does not sound rehearsed; it is a direct response to their current pushback.

The important part of this process is that you repeat your Assert and Suggest to show you are resolute in your boundaries.

Not everyone who gives you pushback is a bully, but some people do try to get their own way through underhanded tactics. They push at your boundaries to see if there is a way to break you down. It is important to understand that bullies pick on the weaker kids in the playground, not the strong ones.

When you assert your boundaries in a strong yet diplomatic way, bullies will often back down and find someone else to meet their needs. After you've used EASE three times, *most* people who are pushing to test you will accept your harder stance and often respect you for it. On some occasions, they keep on pushing back, and that's when you need to move to...

Step Four

If you keep pushing and they keep pushing back, then it will be a very strained experience, indeed.

In this case, P-LEAS is a tactic in which the *P* is the overview followed by four steps, LEAS. It takes the conversation away from the content you have just been discussing and focuses on the process of your interaction.

If someone is inconsiderate enough to keep pushing after you have done EASE three times, then...

(Overview) **Process:** Call the person on the process that is going on between you and them—particularly their behavior.

Say something like:

“I have been **Listening** to you and have also **Empathized** with your situation.”

Ask, “What is going on that you are not willing to accept/listen to my position on this?”

Stop “I am going to terminate this conversation unless you are willing to see my side and compromise or negotiate.”

Let’s say your teenage son wants to borrow the car, but you need to use it, and he is badgering you to change your plans to accommodate him. You have done the EASE process three times—maybe something like:

(E) I appreciate that you’re dying to go out with your friends, and you’re frustrated because your plans depend on using my car. (A) As I said, I do need to go to the mall and pick up some groceries because we are running low, and we have your grandparents coming over tomorrow. (S) Either one of your friends can ask their parents, or you’ll have to wait until I get back.

He comes back a fourth time...

The **P**rocess is showing that he is not respecting the boundary you have put forth, so you can move on to:

“I have been **(L)**istening to you and have also **(E)**mpathized with your situation. **(A)** What is going on with you that stops you from accepting my position on this? After all, it is my car. **(S)** I am not prepared to spend any more time on this; I will have the car back by X (time), and you can sort out your situation around that.”

In the workplace, someone may be asking for your help. It is not in your job description to do this, and even more importantly, you don't have time with the strict deadlines you need to meet. You do an EASE three times, along the lines of:

E) It sounds like you're really stressed and under the pump. (A) As I said, I do need to finish these four items by close of business today. (S) I have offered to assist tomorrow, or mentioned Rick may be able to help.

When your colleague asks for a fourth time, he is showing in the **P**rocess that he is not respecting your boundary, so you might respond with:

"I have been **(L)**istening to you and have also **(E)**mpathized with your situation. **(A)** What is going on here that stops you from accepting my position on this? After all, this is not in my job description, and I have offered to help you out at another time. **(S)** I am not prepared to spend any more time on this; I am busy as well." The "S" in this situation is a "Stop."

The P-LEAS in 3E+P acts as a harder boundary than EASE does.

3E+P is *not* the tool to use if the person is respecting you and counter negotiating or seeking to compromise in response to the Suggest part of your EASE. In this case, continue using EASE until you find an acceptable position for both (all) parties.

Name it to Tame it

This tool is a diplomatic structure that can be employed when someone is using poor tactics such as name-calling, blame, sarcasm, ridiculing, giving the silent treatment, and guilt-tripping to get their way over you.

It's a simple question you can ask that lets them know they are not playing fairly. In essence, they are bringing weapons to a judo encounter, which, if you remember, means the "gentle way" in Japanese. Name it to Tame it is designed to prick their conscience about their poor behavior.

What you will usually get in response to this structure is backpedaling and denial of your assertion. It has three parts joined in one.

Name the poor behavior with concern in a question.

This means you will name what you suspect (or know) they're doing. But put it into the form of a question, and use a tone that shows both concern and that you're open to the possibility of being wrong.

In the example about the teenage son and the car, Name it to Tame it could be used like this: "You are not trying to guilt-trip me out of using my own car, are you?"

Here are some other suggested scenarios for when people are playing unfairly.

"You aren't trying to force me to do something I have already said I am uncomfortable doing, are you?"

"That sarcasm isn't intended to try to put me or this discussion down, is it?"

"It sounds as if you're attempting to pin the blame on me, is that right?"

"Was that comment intended as a snipe?"

“You are not trying to guilt-trip me out of doing something I have given you enough notice for, are you?”

“Am I right in thinking you are trying to sabotage us having a fair discussion on this point?”

“Are you trying to intimidate me into backing out of having this conversation?”

“Your silence isn’t intended to avoid this important discussion, is it?”

As mentioned, the usual response to Name it to Tame it is backpedaling and denial.

If the other party does this, then say, “Great, thanks,” or “Oh, okay, thanks for clearing that up,” and reinforce the need to play fair or the boundary.

For example, “Oh, okay, thanks for clearing that up. I’m glad we agree that it’s important to respect each other in these types of discussions.”

On occasion, you may find that the person admits to what you are accusing them of and is almost gleeful about their bad behavior. If that is the case, terminate the discussion, and invite the other person back to the table when they are prepared to be respectful and fair.

For example, “In that case, I am not prepared to discuss this anymore. When you are ready to play fairly and be respectful, then we can resume our conversation.”

This is where the silent treatment *is* appropriate as the other person has shown they are not willing to behave respectfully. You have also opened the door to future talks if the other person is willing to play fairly.

Role Reversal

Role Reversal is a simplistic tactic to use when people are being very stubborn in their point of view and aren’t willing to move or acknowledge another perspective. It will not completely break down such black-and-white

thinking, but it will potentially open a person to consider alternatives to their own view.

You have been empathizing with another, but they have not been willing to stand in your shoes. In this tactic, you are going to reverse roles and get the other person to empathize with you.

It follows the normal EASE structure but in a slightly adjusted way.

Firstly, you need to empathize with their grievance, as in a normal EASE. In the “Assert” section, you need to set down some boundaries or limitations to have them think within. Then, in “Suggest,” you invite them to step into your shoes. Finally, “Expect” a reply.

It will sound something like this:

“(E) I appreciate that you are not happy with my decision. (A) Given my limitations with my budget and being short staffed... (S) How would you solve this problem if you were in my position? (E).

Or...

“(E) I understand from what you’ve said that you consider your room your domain, and you don’t like me nagging at you to straighten it up. (A) Given that I pay the bills, do your laundry, and cockroaches will cause a big problem if they spread... (S) If you were in my position and had asked many times before, what would you do to make your teenage son comply with some basic rules of hygiene?” (E).

That last one is bordering on being a guilt trip. But sometimes your statements need to be emotionally impactful to get the person to snap out of their perspective.

If all goes well, the response you might get is one of, “Oh, I see your point; I hadn’t considered that.”

On occasion, the other person might come back with a good suggestion that you had not considered and that is a win/win for you and them.

Every now and then, you will get people who do not want to stand in your position. They are likely to do one of the seven types of pushback to avoid moving from their perspective.

Bandwidth Analogy

This is not really a stepped structure like the other tactics we have learned in Emotional Judo® so far; it is more of a perspective to help you with an emotional issue. It is more likely to be used in personal relationships than in the workplace. But it could be used at work if you have difficulties relating to specific staff members due to age, culture, or interest differences.

If you remember our case studies, Lucy's story of not relating to her mother struck a chord with me as a therapist because I'd had a similar issue with my father.

As a teenager, I was not close to my father. There were the usual generation-gap issues; he was fairly strict and inflexible in my view. He died in 2004, but for the last nineteen years of his life, he had Parkinson's Disease—the rigid version, not the shaking one. This disease was both a blessing and a curse. It was a curse for obvious reasons; it hampered his ability to do things on his own, curbed his career, and destroyed his ability to fully enjoy his retirement with my mom.

The blessing came in the form of a positive aspect for both Dad and me. It is sometimes easy to consider in parent-child relationships, where both parties are now adults, that there are many years left to deal with issues and differences. However, when a person has a chronic disease or as they get older in years, you begin to consider mortality. Neither Dad nor I knew how long he would be around, but as he grew more infirm, we made a conscious effort to resolve or put aside issues and enjoy each other's company.

Like Lucy's mom, though, my dad had what I term “a narrow bandwidth of interests,” and this often happens with age. It can sometimes be easier for older people to stick with the known, and focus on how good life was in the past.

You may remember from WAIT (in chapter eight) that there are three ways to change anything in life, all starting with the letter R. I could *run* from my relationship with my dad and avoid him, but this did nothing for him, for me, or for my kids (his grandchildren), who would only have him for a limited time. It would also complicate my grief process when he died.

I could *rectify*—ask him to change—and I sometimes did when it came to really important issues. In fact, in some aspects, he was willing to change of his own accord because he wanted a better relationship with me. However, while

he was willing to change a bit, he was more set in his ways, had different values than I did, and he had been raised in a different era. This meant I had to move to the third letter R.

I had to *Reconcile* with myself that he was who he was and make internal adjustments (*Regulate*) to deal with my emotional reactions to his narrow bandwidth. My way of dealing with this came from an experience from my youth when our relationship was probably at its most challenging.

At that time, we lived about an hour away from Sydney's northern beaches. Every Saturday, as a family, we would go to Dad's favorite beach, Palm Beach. We all loved the beach, although Dad would do his thing, and the rest of the family would do ours. It was the trip home that gets me to the point of this story.

For the hour-long trip home, my brother and I were subjected to his choice of radio stations, *The Sentimental Journey*, which played selections from the pre-rock 'n' roll era—the 30s, 40s, and early 50s. Remember, this was in the days before iPods, so there was no putting on a pair of headphones and tuning in to my own music. It was probably even before they came out with the first Walkman, too, or maybe they had, and I couldn't afford one.

So, when dealing with Dad's narrow bandwidth of interests and lack of attention to my interests in his later years, I simply imagined he was a radio station, and I had to tune in to his frequency. The only difference this time, was that I was determined to savor rather than struggle against what I was listening to.

By not struggling, I found the time I spent with him enjoyable. He was happy, the grandchildren spent time with him, and I grew in my appreciation of him. I could also tune back in to my interests with my wife and friends after being with him.

Lucy liked the idea of a bandwidth; it gave her a different way of visualizing her relationship with her mother. She resolved to take a similar approach. Lucy needed to master the Inner Game of Emotional Judo®, which we talk about in the next chapter, so she could accept her mother, as is, and Lucy could manage her own emotional responses during that process. She also needed the EASE and U WIN/I WIN structures to help with any sticking points.

Lucy reported with great enthusiasm how she used the bandwidth analogy. Her next trip to her mother's was happier for all concerned—Lucy, her mother, and the grandchildren.

Key Distinctions

1. Because some people insist on doing Emotional Karate as GATECRASHER on the Emotional Judo® Mats, the Karate Kitbag provides you with five more tools to deal with such situations.
2. EARS and 3E + P are variations of EASE; the former to be used for many pushbacks to U WIN/I WIN, and the latter to be used when people push back multiple times.
3. The other three, Name it to Tame it, Role Reversal, and Bandwidth Analogy have specific context-dependent uses. They are summarized for you in the Cheat Sheet, details of which can be found at the conclusion of this book.

Section Three

What If?

“There's times where you think, 'Gosh, what if nobody ever wants to hear what I have to say?'"—Chelsea Handler

According to Canadian academic Dr. Bernice McCarthy, in her work on learning strategies called 4-Mat, there are four types of learners.

When learning anything new, people will ask the following four questions:

Why do I need to know this?

What is it? —including a background of who, where, and when?

How do I do this?

What if I fail or X happens?

McCarthy states, we each have a preference, as our primary learning strategy, to one of these questions over and above the others.

Do you know your preference?

I have already answered the first three questions in this book. Now it is time to investigate the fourth—What If?

What If learners in a classroom start to take the steps that they have learned and consider what might be the problems associated with doing the steps. They are already off and racing with the information, which can be good and bad.

The good is that they can be prepared for any future hiccups when deploying the steps. The bad is that they can overthink and complicate things too much.

That said, in manuals, instructions, and “How To” books, the Frequently Asked Questions (FAQs) are usually written for the What If learners.

In this book, we are going to look at four frequently asked questions before we move to the conclusion.

1. The Inner Game and Outer Game of Emotional Judo®—
Can you be good at the skills but not confident to deploy them? And vice versa.
2. What ended up happening to all the “Jems” in the case studies?
3. Are there times Emotional Judo® does not work or is not appropriate?
4. Are there any shortcuts to getting better quickly?

12. Our Jems & the Inner & Outer Game of EJ

“Technical knowledge is not enough. One must transcend techniques so that the art becomes an artless art, growing out of the unconscious.”—D. T. Suzuki

When I was in my late twenties, I had a housemate who had been introduced via a friend of a friend. Alan had trained as an accountant and was about eight years younger than me. He was super confident—not in an arrogant way—and, seemingly, quite an extrovert. He didn’t fit the stereotype of young accountants. In my experience, they were more likely to be introverted and less confident at twenty-one years of age.

I shared my observation with Alan one day and asked how he had developed such confidence.

His answer? Martial Arts.

Alan told me that he had been small of stature and quite introverted at school and bullied because of it. To counter this problem, his parents had enrolled him in various forms of martial arts—among them judo and karate. If I recall correctly, he had a black belt in at least one.

Alan went on to say that learning the martial art itself had given him confidence. He had a quiet assurance that he could handle himself in tough situations. He also said that through the training, he worked on overcoming fear and mastering anger. To me, in retrospect, it seems that Alan had also learned something like Emotional Judo®. (I had not even considered these concepts at that stage in my life.) He had learned skills to negotiate out of conflict with others, rather than using his physical skill-set.

In all martial arts, there is an inner game and outer game that participants develop. Real judokas in Judo develop their Judo skills—their ability to do the throws and grapples. This is their outer game. They also develop their concentration and emotional control—their inner game. Like Alan they do it to be better at their outer game.

It is the same for the Jems who are endeavoring to put Emotional Judo® into practice.

Some who read this book may quickly put the information to use with little practice.

Others reading this book will need help developing their outer game even though they understand the steps. They may need help to develop their skill of empathy or avoiding saying “but.” Some could also need some coaching on U WIN/I WIN or mastering the Emotional Judo® Mats.

On the other hand, there may be readers who are able to perform the skills adeptly in private. When it comes to real-life situations, though, they may get anxious or a foggy brain. At the other extreme, a budding Jem might get impatient, frustrated, or angry when others disagree or push back at them. They might then forget about empathy and jump straight into their old habits in GATECRASHER on the Emotional Judo® Mats.

These people may need to master the inner game of Emotional Judo®.

Not everyone learns from printed books. That is why there are live trainings, video trainings, and audio books.

A variety of learning styles exist, and some people do need extra help. Therefore, I have developed two programs and some coaching options that may be of interest.

The Outer Game of Emotional Judo® is designed to help those who need a hand mastering the skills in this book. This program covers the skills outlined in this book and includes extra structures not included in these pages. Go to:

<http://www.emotionaljudo.com/ejcourses/>

The Inner Game of Emotional Judo® is designed to assist those who need some help mastering their emotions. Whether it’s about building confidence to speak up or a way to keep anger at bay, so you shut up, this program will help. Go to:

<http://www.emotionaljudo.com/ejcourses/>

You might also like to try coaching, either in a group or an individual setting. In the next section you will find out how the Jems from the case studies, mastered, and benefited from Emotional Judo®. Remember to get

there, they also had the advantage of one on one or group coaching/facilitation with me. Check out the options for coaching at <http://www.emotionaljudo.com/coaching/>

So, how did the Jems we've met end up?

Mary

You may remember Mary had an issue with stepping up into significance and creating reasonable boundaries because she wanted to avoid conflict when she said no. As a result, she was often taken advantage of. At the time she consulted me, her husband was threatening to leave her. He felt abandoned because Mary was working back very late most workdays.

Mary needed to understand how to respectfully set her boundaries and minimize the possibility of conflict.

One of Mary's greatest challenges was her fear of conflict and rejection if she spoke up and showed her disagreement or said no.

Mary had the ability to empathize with others; in fact, she probably sympathized a bit too much with them. So, for Mary, the EASE structure was not hard to master; having the courage to use it was another thing.

The structure of EASE helps to minimize conflict. Knowing this, having a well-practiced structure and a lot of encouragement from me, Mary did start to use EASE in her life, especially at work. It had great results. She started to EASE her way out of taking on too much work and left on time. Her husband was delighted to have her home on time and their marriage improved as a result.

Mary felt happier and more confident and was spurred on to use U WIN/I WIN. In Mary's mind, this had a greater threat of conflict; after all, she was the one bringing up issues with this structure.

Mary would write out and rehearse her U WIN/I WINs at first. By doing so, she felt more confident sticking to her structure when anxiety arose. She also anticipated the likely types of pushbacks she would get from others. Then she was even more prepared when she needed to deploy EASE or EARS.

Mary started with people whom she thought might be less likely to react poorly, so she could build her confidence. Her husband was happy to help her because he knew it would help him.

Mary's boss was also supportive, as Mary started to create boundaries in the workplace. And I think the support helped Mary change faster.

Did Mary completely get rid of her anxiety?

Not in the time I worked with her. It did diminish as she grew more confident in being a “Jem”. But it never completely abated.

This is quite a common situation. All feelings are helpful. Many seasoned presenters, performers and athletes still feel anxiety. They have learned to take the positive message, manage it, and perform better.

The Inner Game of Emotional Judo® helps people master their emotions, not stop them. And Mary showed that she was still able to set her boundaries and state her wants, despite her feelings of anxiety.

Phil

Phil was an IT consultant who wanted to be liked by people but didn't think he was particularly likeable. So, he would criticize and put others down as a pre-emptive strike. This way he built himself up, rather than potentially be rejected.

It was a bad strategy dating back to his school days, when he was teased as a nerd. It helped him manage his poor self-image but ended up alienating him to others. He had problems at home with his wife and children. He put people off at work. And despite being senior, he was being passed over for promotion.

The Emotional Judo® Mats were the most impactful learning tool for Phil. He had never considered that there was a positive way to be less-significant. To him, from his time being teased and ostracized at school, less-significant was associated with pain. That's because he experienced it in UNINVITED. As a result, skills that allowed him to operate in INVITER were key to him turning a corner.

He loved the concept of EASE. But given his well-worn habits, empathy did not come to him easily like it did with Mary. Phil was so used to defending or striking first with sarcasm and ridicule. So, he really needed to practice and think about empathy and sincerely want to see the other person's viewpoint.

In the end, he became quite good at deploying EASE. He grew adept at shifting to the positive side of the Emotional Judo® Mats. As a result, his relationship with his wife and children grew for the better, and he became

happier and more confident. He also saw benefits in the workplace. He gained a Team Leadership role.

He still had some bristly bits, but overall, he was a changed man. And he built more mutually respectful relationships because he was more respectful himself.

Rob

Rob was a project manager in construction. He would often get anxious about deadlines and suddenly jump into GATECRASHER on the Emotional Judo® Mats. Rob could be quite abusive to people who made mistakes or didn't jump when he said to. He would then play favorites and divide his team. This was causing: staff complaints; staff leaving; slippage in his delivery, and; costing his firm in recruitment fees and lost productivity.

Rob needed a better way to deal with stress, so I coached him on the Inner Game of Emotional Judo®. He had to accept the industry he worked in was inflexible. As a result, he needed some ways to manage his stress without taking it out on others.

He also needed to stop “punishing” people when they didn't live up to his expectations. Rob was doing this by favoring some while giving the cold shoulder to others or by abusing some individuals in front of the team.

To achieve this change, he had to find better ways to deal with difficult interactions on site. Rob found that the EASE, EARS, and U WIN/I WIN structures were very helpful.

The more he showed respect, the more he earned it. Rob reported that he started to feel more in control, and he was meeting deadlines, despite being a “more approachable” boss. Human Resources also reported that complaints had ceased.

I must confess that Rob also had help from the ideas I will share in my next book, *Emotional Gold: Seamless Communication Skills to Lead, Influence, Persuade, and Negotiate*. If you would like to be notified when this book hits the shelves, visit the webpage below, and in the subject line, write *Gold*. www.emotionaljudo.com/contact/

Win-at-All-Costs Wendy

I only worked with Wendy in a one-off customer oriented workshop. She stated up-front that she wanted to learn how to deal with “stupid” people.

As we got more into the program, Wendy revealed that she would often end up in conflict with colleagues, friends, and family. She would use contempt to push others into UNINVITED on the Emotional Judo® Mats.

Wendy was annoying team members and causing friction at work. She was also having problems at home; her teenage children were mirroring her own behavior. As a result, she had a drawn out GATECRASH CRASH with both kids.

I did not teach the full list of skills in this book to Wendy. I also can't report what happened to her post the workshop. What I do know is, when Wendy learned about empathy, she was quite stunned. She realized why she was often getting into conflicts. She openly declared at the end of the workshop that her biggest take-away was EASE. She also said that she needed to be more tolerant with “stupid” people because perhaps they weren't stupid at all; they just thought differently. It was a big turn-around from the start of the day.

I have no doubt that Wendy would have deployed EASE at work and home. She was highly able to do it in the workshop exercises, and she had a profound shift in her attitude.

A Blood Bath

I walked into a training room full of very upset and defensive highly technical experts. They started to patronize and attack me before I had a chance to work through my introduction. It was understandable; they had also not been told *why* they had been sent on my customer service workshop.

I had to use my own Emotional Judo® skills to deal with the issues. I used EASE to address their concerns and this helped calm them down so I could teach them those same skills. The aim of the course was to give them some tools to face difficult customer situations. However, this group had had complaints made against them for the same type of behavior they were showing to me.

Like with Wendy, the program was only one day. So, I cannot tell you how the team ended up using the skills in their lives.

What I can tell you, from on-going talks with their manager, is that complaints in their section reduced after the training. Also, all the participants named EASE and the Emotional Judo® Mats as being very helpful.

Eric, who was the ringleader of the initial rebellion, also ended up in INVITER on the mats. He gave me some great praise in his feedback, which was a great reversal from the start of the day.

Know it All

Helen put the rest of the participants in my management program off side right from the start. She announced that she had an MBA and really didn't need to be in the class; it was compulsory.

Helen also came across as patronizing when she added to *every* point I made during workshop. Though, I am sure she was meaning to be helpful.

When she patronized, she put herself in GATECRASHER and pushed us into UNINVITED on the mats. It turned out, she did the same with her staff. This was the reason she was placed on the course.

Helen had a big realization about this on the second day, and her behavior suddenly changed. She humbly admitted her issue to the class and resolved to fix it.

From then on, Helen made appropriate contributions and started to engage constructively with others in the class.

At the end of the course, Helen named positioning on the Emotional Judo® Mats as her prime insight. She vowed to become better at empathy and to use U WIN/I WIN when feeding back to her staff.

Over time, by using the tools, Helen got more respect from her team. They also became more productive. Helen also felt better about herself. Rather than just having her knowledge as a source of esteem, she got better at building relationships.

(Helen also had help from the ideas in my upcoming book, *Emotional Gold*.)

I have had many participants in training who have MBAs and some doctorates. Fortunately for me, so far, all have given very complimentary feedback. Many have said, Emotional Judo® gave them more useful skills for dealing with specific people problems than their MBA did. Helen was one of those participants.

I mention this, not to brag or put down the content of MBAs. Rather, it is to show that people find Emotional Judo® skills very practical.

A Cultural Conundrum

Bert was in Australia on exchange from his country of origin. He was on my program because his firm had had complaints from some of his staff about his forceful management style.

As part of his cultural background, Bert believed age must be respected. At one point in my training, before he had learned all the steps, Bert became upset. He declared that my methods would create “little emperors” out of the “younger generations”.

Bert believed his team should just obey him because of his title. He thought if they questioned him or had opinions it was disrespectful.

Once he started to *force* his way over them, they started to feel disrespected and it became a vicious circle.

After the program, Bert started moving more to the right side of the Emotional Judo® mats. Even though it was hard for him at first, he began to empathize and use the EASE structure. He also gave feedback via U WIN/I WIN and dealt with any pushback by using EARS.

Bert began to get better results with his team, and complaints to HR stopped.

Like Bert, Michael also had cultural adjustment issues. He was from a different country of origin and now a permanent resident of Australia. He was well qualified but not very effective as a manager, a position he held at a produce company.

Michael did not like conflict and really wanted people to like him. He would leave difficult issues unaddressed. He would gloss over poor

performance. As a result, his staff took advantage of him. It was causing him stress and he was missing targets.

Michael would often end up in UNINVITED on the Emotional Judo® Mats and was on the close to demotion.

Michael gained confidence through the structure of EASE, EARS, and U WIN/I WIN. He realized he had something to fall back on if things got a bit conflicted. He also got insight around how his staff used the Seven Types of Pushback and became more aware and prepared for such events.

After the program I had some ongoing talks with Michael's HR. I learned that Michael had positioned himself as leader by staying on the right side of the judo mats. The team was now behaving in a more respectful and productive way.

Selling Sally

Sally had great relationship-building skills. Her issue was around dealing with potential client objections. She would either take on their issues too much in sympathy or jump up into GATECRASHER by trying to argue a point. Both behaviors were causing her problems in closing sales; she was missing targets and at threat of losing her job.

Once Sally learned about positioning on the Judo mats and started to use the EASE structure to deal with objections, her sales sky-rocketed.

(Sally also had help from the ideas in my upcoming book, *Emotional Gold*.)

Kara the Karate Kid

Kara had been a high performer at school. However, in her first year at university, she became severely depressed. She was admitted to an addictions and mood disorders hospital in Sydney, Australia. I was the family therapist there at the time.

Kara and her mom had not developed a clear set of individual boundaries. At high school, having her mother very involved in all her life had been useful; it was now not working for Kara as a young adult. She had developed a poor behavior pattern in response. Kara would either lash out, in Emotional Karate, or completely withdraw from communication (and life) in defeat.

At the time I worked with Kara and her mom, I had not studied my masters. I therefore, did not teach them about the Judo Mats. However, in the work we did, they did renegotiate their relationship. They both learned positive ways to express their significance without pushing the other into UNINVITED or jumping into GATECRASHER.

Mom had to let Kara go and remember that her daughter was now an adult. A young adult needs to experience the ups and downs that come with the responsibilities of adulthood. Kara, on the other hand, had to live up to her responsibilities.

The irony of their relationship was that the more Kara lashed out to gain her freedom, the less responsible her mother saw her. To deal with this, Kara's mother would exert control; which was the opposite of what Kara wanted. Kara then gave up because, to her, the situation was hopeless. She then became depressed and needed care, and her mother saw this as a sign that Kara was not ready to take on the world as an adult. Hence, it was a self-defeating process for both parties.

I will freely admit that there was more to Kara's depression than just the dynamics between her and her mother. In high school, Kara had been a big fish in a small sea with a lot of support. Now she was finding her new-found freedom like being a minnow in an ocean.

However, the dynamics were a huge part of the issue, so having a way to manage them was crucial. Both Kara and her mom found U WIN/I WIN, taught slightly different back then, was key to that process. It was a great tool to respectfully get their views/wants acknowledged by the other in a very adult-to-adult way.

Back-Down Bill

You may remember Bill, a single dad, was afraid that if he disciplined his children, they would not want to spend time with him. As a result, Bill behaved in less-significant ways with his kids, and they started to take advantage of that.

Bill needed to respectfully step into INVITED rather than stay in INVITER. This was in the context of a parent-child relationship, not a friend-child relationship. His children needed to learn the appropriate boundaries and

rules at his house; not to just have the attitude that it should be the same as at Mum's house.

Getting past the anxiety of setting boundaries with his children was a big issue for Bill. He feared they might not want to come to see him if they saw him as strict. Using EASE and U WIN/I WIN consistently was key to him developing his boundaries with respect. This was done gently, in a step-by-step manner over time, not suddenly.

It worked out well. By using U WIN/I WIN, Bill was able to get the message across that there needed to be a few changes. The children started to have a newfound respect for their father.

Bill was also able to use EASE and U WIN/I WIN in his relationship with his ex-wife. There were still problems in this relationship, which tended to impact the mood of the children. Overall, the dynamic between him and his ex-wife improved, too.

Dorothy the Doormat and Oscar the Over-Rider

Dorothy, like Mary, had a fear of conflict and rejection if she spoke up and showed her disagreement or said no. Her issue was a little more concerning than Mary's was, though. Dorothy *said* she did not feel anger. This is where we had to do some work on the inner game of Emotional Judo®.

While anger is seemingly a bad emotion to have, it is in our emotional realm for a reason; it just gets a bad rap because it is often associated with violence and force. The positive side of anger is that it alerts us when our boundaries have been broken. When someone threatens or crosses our emotional, physical, or mental boundaries, we usually react with anger. This prompts us to speak up and defend ourselves. Often our reactions are over the top, unfortunately.

Because Dorothy would not allow herself to express anger, she did not alert anyone when they had crossed her boundaries. As a result, she often got walked over like a doormat. A challenge was that she could learn structures like EASE and U WIN/I WIN, but she was not prompted by her emotions to use them.

This is the work we do in the Inner Game of Emotional Judo®. We need to be more aware and manage our emotions, so they do not sabotage our

desired outcomes.

Once Dorothy had worked on her emotions, she was in a greater position to try the structures. Like Mary had, Dorothy did so with allies first. She then expanded her scope.

This was where we had to get Oscar and the adult kids on board. Because they were so used to Dorothy's obliging behavior, they needed to be aware of their own behavior on the Emotional Judo® Mats.

Her adult children were quick to get on board with EASE and U WIN/I WIN. Oscar was the hardest to sway, but he loved Dorothy and resolved to change his habits.

After some practice, they were all able (most of the time) to stay on the positive side of the mats. Dorothy started to develop some of her own interests and gain confidence.

Controlling Caroline and Reluctant Ron

Ron and Caroline were a professional couple with teenage children. Caroline had let go of her career to focus on being a full-time mother. Over time, Ron had learned not to bring up issues with Caroline because when he'd done so in the past, things had gone terribly wrong.

When Ron became depressed due to business issues, he withdrew. He felt unable to talk to Caroline about his emotions or issues within their relationship. The more he withdrew, the more Caroline sought to control. They both ended up on the negative side of the Emotional Judo® Mats.

Their relationship was in a bad way. They were not at the point of divorce, but the dynamic was very ugly and impacting the kids as well as themselves.

Ron benefited from U WIN/I WIN; it gave him a way to safely voice his concerns and issues with his wife. He was quite wary about using it at first. But he gained confidence by having EASE and 3E+P as fallback positions, in case Caroline challenged him. Caroline benefitted most from EASE; the structure helped her avoid jumping quickly into negative-significance.

They were both a little shaky with their outer game at first. Ron was anxious and lacked confidence; Caroline was quick to anger and defense. Once

we did some work on their Inner Games of Emotional Judo®, things started to progress. They both grew in their emotional intelligence.

I won't mislead you and say that Emotional Judo® solved all their problems. It was just one part of the process. But the Emotional Judo® skillsets helped bring back respect and safety. This allowed Ron and Caroline to explore and reclaim the happier parts of their relationship.

Feuding Fiona and Frances

You may recall Fiona and Frances were feuding sisters in their forties, married with children. They had always been competitive. But they were also supportive of each other if facing a common foe.

One day, in the heat of an argument, Fiona used sensitive information, to hurt and gain control over Frances. The details were about Frances's marriage and said to Fiona in confidence.

Frances felt betrayed. She considered her only option was the silent treatment, to cease to communicate with her sister.

I was already working with Frances on another matter when this happened. I helped her script a U WIN/I WIN to deliver to Fiona. Frances also needed the skills of EASE and 3E+P, just in case Fiona pushed back or reacted poorly to Frances's feedback. This was vital for two reasons: I had not had contact with Fiona to coach her in Emotional Judo®, and; Frances had described Fiona as being very good at Emotional Karate.

The process was a success and created a stronger relationship between them. Frances now had the tools to deal with Fiona's Emotional Karate if it came up.

Broken Bandwidth

In Chapter Eleven, The Karate Kitbag, we learned how Lucy used the bandwidth strategy to solve the issue with her mother.

Lucy felt pushed into UNINVITED on the Emotional Judo® Mats. This was because her mother took no interest in her life and only wanted to talk about her own issues.

The bandwidth idea helped Lucy choose to relate in an adult way to her mother in the later stages of her mother's life. Lucy also had to work on the inner game of Emotional Judo®. She needed to manage some of the feelings she had around this issue. In effect, she had chosen to work on the last R—Reconcile. With that choice, she now needed to “Regulate” her emotional reactions.

In her new relationship with her mother, Lucy still needed some outer game Emotional Judo® tools. Her mom had not changed all that much; Lucy was just relating to her differently. So, Lucy needed to avoid jumping into negative-significance. EASE and U WIN/I WIN helped her to accomplish this.

The last I heard, Lucy was a lot more satisfied in her relationship with her mother.

Key Distinctions

1. People learn in different ways and at different speeds. Some readers will instantly be able to master the Emotional Judo® structures and put them into practice with great results. Others might master the structures (the Outer Game) but not be good at mastering their own confidence or emotional reactions (the Inner Game). Others still, may need help with specific parts of the structures, such as empathy, and some people might need help with both.
2. The Outer Game and Inner Game of Emotional Judo® are online programs you can do to help you master either or both. Find them at: <http://www.emotionaljudo.com/ejcourses/>
3. All of the Jems from the case studies had the added advantage of working with me in a one on one or group coaching/facilitation situation, which aided their ability to master the Emotional Judo® tools. If you want some extra help consider the coaching options available at:

<http://www.emotionaljudo.com/coaching/>

13. Does Emotional Judo® Work in Every Situation?

“Nice people don't necessarily fall in love [or work] with nice people.”—Jonathan Franzen

Sadly, as I pointed out in *The Karate Kitbag*, some people carry metaphorical swords, guns, and probably grenades with them. Deep-seated psychological wounds drive them. And they can behave in ways that go beyond even Emotional Karate. Such people may have no interest in working things out in a civil and fair manner.

Statistics say that one percent of the world's population are sociopaths, and as high as six percent are narcissists. I think this number is a bit high, but according to Anne Manne in her book *The Life of I*, the narcissists are growing in number.

If we are to believe the statistics, that percentage is huge in population terms, in the U.S. alone. It is more than the number of people living in the cities of New York, Los Angeles x 2, and Chicago x 2 combined. That figure also doesn't include some of the other personality disorders such as Borderline Personality. That's a lot of people. Fortunately, all those people are not all crammed into one spot. But they do have to live and work somewhere, and this means we may encounter them in our daily lives.

What is a Sociopath, Narcissist, or Borderline Personality?

Whole books have been written on each of these personality disorders by more learned people than me. My descriptions here are very thin. I have only included this piece to alert you that not every interaction you have will be met with people who respect and care about you, like you may them.

A sociopath is a person who has generally poor impulse control and a diminished (or non-existent) ability to empathize. They can be cruel, cold-hearted, and exploitative.

Narcissists also have difficulty empathizing. They expect the world to revolve around them and to be admired, so they generally have a hypersensitivity to criticism. They are prone to rage and sometimes depression.

Borderline personalities generally have an extreme fear of abandonment. They therefore, often have unstable relationships. They are prone to depression, substance abuse, and self-harm.

Although statistics have shown us that many people with the above symptoms exist, it does not mean they are all likely to harm you. As already mentioned, the reason they appear in these pages at all is to alert you to the fact that some people may not react to Emotional Judo® in the same way as the general population would. The good news is you have roughly a ninety-five percent chance that using Emotional Judo® techniques *will* work.

It is also good to know, that showing confidence, strength and maintaining your boundaries often dissuades these people. Those prone to taking advantage of others often then don't try their games with you in the first place. They look for easier targets.

If your primary driver on the HNP list (from chapter five) is number four, Love and Connection, then you may find your sense of caring and giving is taken advantage of by those who position their needs above yours. That is, unless you can maintain your boundaries.

A word of warning, this only applies to new relationships. If a pattern has already started with one of the people I described, making a sudden show of strength can sometimes inflame the situation.

Before making any changes, consult a professional—relationship counsellor, therapist, or psychologist—about the situation.

In the workplace, there are laws, policies, and other people there to protect you. Get advice or coaching to help you with the best way forward in dealing with the difficult party.

One important step in such a circumstance is to keep good documentation. You can keep notes of encounters in a diary form. Just make sure the other party cannot find it.

Lastly on this point, if you take such behavior for too long without doing something about it, you are effectively giving the message to the other that their behavior is acceptable.

That's easy for me to say. At the time of writing, recent allegations have been made about some US and Australian acting/television identities, and even a Buddhist teacher, abusing those who came into their sphere.

People who abuse, usually pick on those who they see as needy and vulnerable and highly likely not to stand up to them.

If you have been in such a predicament, I am certainly not suggesting it is your fault. It is likely that you will start to avoid such circumstances, if you are perceived as strong.

What if one of those people was to read this book?

Good! Perhaps they may learn a thing or two—especially those prone to taking advantage of others.

Realistically, though, people who are very slick and manipulative usually have these tools already assimilated. They have often learned communication tactics to put them in control—and then some!

However, when they express empathy, you will notice a lack of sincerity and feeling.

Drugs and alcohol

If either you or the other party has alcohol or drugs (that affect your thinking; prescribed or illicit) in your system, I recommend that you do not even try talking about difficult subjects.

Say something like: “I think if we talk about this now, it may end up worse. Let's talk about it tomorrow when we can focus better.”

The only exception to this is if the other person becomes abusive. If it is physical, get out if you can. If it is verbal, put your hand up like a traffic cop and say, “Stop! Enough! We'll talk about this tomorrow.” Then remove yourself from the situation.

Disclaimer: These are best-case guides based on people being reasonable despite intoxication. As I have already mentioned, some people have personality disorders, and some people become physically and emotionally aggressive with alcohol and certain drugs. Emotional Judo® is likely to fail in these situations.

What if other people I know pick up this book, and they work out what I'm doing?

Fantastic! The world would be a better place if we all sincerely empathized with each other more.

If that happens, as long as their empathy is sincere, and they wish to play fairly, it doesn't matter if another person you are talking to knows what you are doing. It will help the process if they stick to the ideas as well. In such a case, both parties would move to the positive side of the Emotional Judo® Mats.

At this point, there is room for negotiation and exploring outcomes that are beneficial for both parties. This book has given you several ways to achieve that. Negotiations sometimes need more finesse, so that is a topic covered in *Emotional Gold: Seamless Communication Skills to Lead, Influence, Persuade, and Negotiate*. This book will provide packaged and easy to remember communication and relationship building skills.

If you would like to be notified when this book hits the shelves, and have not already done so, please submit your details and place *Gold* in the subject line at <http://www.emotionaljudo.com/contact/>

Sometimes the other person knows what you are doing but decides to sabotage the process by mocking you for using Emotional Judo®. This is called Kar-smarty; it's a version of Emotional Karate. The solution for this is simple: Name it to Tame it.

“I'm trying to offer you respect and suggest a way to come to an agreement on how we proceed from here. Am I right in thinking from your objection that you are not willing to do the same?” (Name the poor behavior with concern in a question.)

If “yes,” in personal relationships, then say, “That's a pity. Come and tell me when you are willing to be collaborative.” Then walk away.

If “yes” in workplace settings, then there may be several responses, depending on your relationship to the other person within the organization and the context of what you are discussing.

- It is highly unlikely that a subordinate staff-member will say “yes” to the Name it to Tame it strategy. If they did,

you might say, “It is highly disrespectful to speak to anyone in the workplace that way. It tells me that your attitude is currently misaligned with the organization. I will give you another opportunity to have a respectful conversation now; otherwise, I am going to have to escalate this to a formal warning, which I will follow up with in writing.” (You would then need to reiterate verbally the policy regarding performance management and warnings, and then back up the warning with an email.)

- If it is a colleague, you might say, “I have brought this to your attention and given you an opportunity to discuss it. Unless you are willing to continue a discussion in a more respectful manner now, I have no other choice than to escalate this.”
- If it is to a direct manager or team leader who has superiors above them, you can similarly say, “I appreciate you are in a senior position to me. I have brought an issue of importance to the organization to your attention [or a personal issue that falls within law/policy] and given you an opportunity to discuss it. Unless you are willing to continue a discussion in a more respectful manner now, I have no other choice than to escalate this.”
- If the person you are speaking to is at the top of the food chain, and/or your escalation receives a lack of acknowledgment, you always have the three Rs from chapter seven to fall back on.

If “no,” is the answer to your Name it to Tame it tactic, in either workplace or personal relationships, (which might be their answer only because you called them on their poor behavior), then say, “Great, then I'd appreciate us offering each other respect while we discuss this issue.” (You might then stipulate some rules of engagement.)

Key Distinctions

1. People who are diagnosed with, or strongly exhibiting habits of Narcissistic Personality Disorder, Borderline, and Sociopathy (as well as Schizophrenia which was not discussed here) are less likely to engage with and be appeased by Emotional Judo®. They represent about five percent of the population.
2. People with the above disorders are less likely to target people who are strong, and Emotional Judo® helps people reinforce their boundaries—a show of strength. However, if you are in a relationship with a person who fits the profile of these disorders, sudden shows of strength may represent a threat to them. It is recommended that you get some professional help.
3. Emotional Judo® is less likely to work when people are intoxicated or under the influence of drugs. It is best to tactfully end such emotional encounters and reengage when sober.

14. Shortcuts to Black Belt

“A black belt is just a white belt who didn’t quit.”—Anonymous

If you have ever seen anyone learning a martial art, you possibly noticed them doing simple moves repeatedly, without an opponent. It's a ritual but it is also processing the physical movement into cellular memory—both in the muscles and in the brain. In doing so, it creates “super highways” in the brain’s neural pathways—well-used “thinking routes.”

The only way to really get good at anything is to practice it. Athletes do this, musicians do this, and children do it with the video games and other games they play.

However, adults often tend to think they should have instant mastery over something new. If they understand it logically or conceptually, then they should be able to do it. Yet, that is not the way skill is built.

This means adults often stick to things they know and feel comfortable with. Perhaps they do so to avoid the embarrassment or disappointment of not being able to perform a new skill.

Bestselling author Malcolm Gladwell, in his book *The Outliers*, suggests it takes ten thousand hours of practice for people to be masters at what they do.

I certainly do not advocate putting this amount of time into Emotional Judo®. It is possible to play a reasonable game of tennis or a song on a piano in far less time than ten thousand hours, and that's the case with Emotional Judo®, too.

Many adults who overcome their unwillingness to try something new, often want instant gratification, unfortunately. If they don't see success instantly or quickly, they tend to give up on the new habit or skill very early. If they find it to be difficult, boring, and repetitive, or even threatening (a bit out of their depth), you'll hear them say things like, “That just isn't for me,” or “My brain doesn't work like that.”

Sure, I'll grant you that it may be easier for some people to learn certain new skills than it is for others.

And this is where we can possibly find a way to address this problem in relation to learning Emotional Judo®.

Before I do that, let's look at the four stages of learning.

Stage 1. Unconscious incompetence. This is where you don't know what you don't know. Perhaps you have a blind spot to a certain behavior, or no one has pointed out that certain words you use or a habit you have may cause offence.

From my experience with teaching EASE, many people have commented that they did not realize that words like “However” or “Unfortunately” could have an adverse effect in communication.

Stage 2. Conscious incompetence. At this stage, you have been told—or have come to the realization yourself—that you are not good at something or not doing something that may be beneficial. This is the area where, as mentioned before, a lot of adults either don't try or give up after a few attempts, stating, “I’m no good at that!”

When practicing EASE, after having just been taught the structure, some people still say the word “but,” despite knowing they need to drop it from their communication.

Stage 3. Conscious competence. After some practice at stage two, you start to make a reasonable attempt at doing whatever the skill is, but you still have to think about it. For example, if you were learning to drive a ball in golf, you may be able to play a good shot, but each time you line up to play a shot you may need to think about your foot placement in relation to the ball, where your shoulders are, and how your hand grip is. This means you are thinking about it as you do it, so it is still not an unconscious habit. You may still miss a shot every now and then, but even professional players do this on occasion.

Again, when practicing EASE in my workshops, some participants can immediately drop the “but” or “however,” or it eventually clicks after a few accidental utterances. In both cases, they have to think about pausing and deleting, even though on the outside it appears they have mastered the skill.

Stage 4. Unconscious competence. At this stage, you are adept at the skill and do not need to think about it; it happens unconsciously, smoothly, and often effortlessly, depending on the skill. Most people at this stage have done Gladwell's ten thousand hours, and even then, professional athletes, musicians, and dancers still practice.

If you can drive a car, think back to the first time you got behind the wheel. At stage one, you may have looked at a competent driver and thought it was going to be easy. But you soon moved to stage two, where you probably felt and reacted awkwardly, especially if you learned on a stick-shift (manual) car. There were so many things to deal with—the instruments, pedals, and steering the car where you wanted it to go, not to mention negotiating other cars—all at the same time.

After a while, it felt as if you were handling it, and you started to control the vehicle rather than it having a mind of its own. You still had to think about when to brake to make a smooth stop rather than a jerky one, or remind yourself to use your signal before making a turn. You had progressed to stage three, simply by putting in the hours and getting used to the process.

Some people stay at this stage. They do not drive regularly enough to move to stage four. Yet, if you have driven for many years, you possibly will have experienced driving somewhere and being preoccupied with something you are thinking about. Then, upon arriving at your destination, you think, *I don't even remember getting here.* You have arrived at stage four and are using a different part of your brain—almost on auto-pilot—to navigate the road.

A lot less than ten thousand hours of practice is necessary to become proficient at the EASE process. The trick is to practice it at every opportunity you get. In fact, the trick to get good at anything is just keep doing it—provided you are doing it the right way!

But *my* saying that isn't helpful if you are just starting out and see a mountain to climb.

Let's see if there are any other tricks to make it easier.

I have worked with thousands of people, both privately and corporately, at all four levels.

Why would anyone come to training or to be coached at stage four, you might ask?

Well, as I said before, professional athletes still train, despite being at stage four. In fact, they still have coaches.

There are two reasons why people seem to continue working with me once they've reached stage four—either they want to work on the little nuances of their people skills, or, more commonly, they are sent to training for a “refresher.” Sometimes, they are open to the experience, but sometimes, they also have a haughty, “you can't teach me anything” demeanor, which is interesting, considering they supposedly have good people skills.

Quite often, the latter people leave my workshops, having found a new technique, or realizing they were doing something that wasn't quite helping their situation. A common occurrence with Emotional Judo® is that they find they are sympathizing rather than empathizing.

If this is the case, they may have a difficult or awkward time making changes, because I push them back to levels two and three, and they have to unlearn and relearn.

As most people reading this book won't be at level four, let's have a look at the other levels.

If you were at level one when you started this book and you've got this far, then congratulations, you are now at level two or three because you either realize you are not good at this stuff, or you are fairly proficient, but you need to make some minor adjustments based on the distinctions you have discovered in this book.

Most significantly, in a brief time, you have already moved from stage one to stage two, and I am going to share with you how you can accelerate through the next two stages.

Sadly, there will be people who stopped reading this book as soon as they saw the EASE steps. Not because they thought the information wasn't valuable or they were bored, but because—for one reason or another—they decided they couldn't do it.

So, well done for staying the distance. This means you see the value in this material and have faith, on some level, in your capacity to master these skills.

Here's how you can propel yourself forward quickly.

After this chapter, go back through the steps in chapters five, six, seven, eight, nine, and eleven, and see which steps you already have some capability with.

You see, in this area of learning, it would be rare to find someone completely devoid of any skill at all. We all have to communicate with other people to live in this world. In the Western world, we have almost all been to school, and most people have had a job of some sort in their lifetime. If you have had these experiences, you are able to communicate at some level. In other words, you have a foundation to work on, not just a complete void.

Yes, you may lack confidence and sometimes get swamped with anxiety, but you may be good at empathizing with others or, at least, sympathizing. Sympathy is a stepping stone toward empathy.

Perhaps you struggle with empathy, but you have confidence, which means you have the courage to try new things and to practice.

You might have self-deprecating humor and the ability to laugh at yourself if you slip up. You may be in touch with your feelings, or you may be able to think quickly on your feet. Perhaps you are good at assessing risk.

The only way to get better at something is to practice, practice, practice. You may never get to stage four—unconscious competence—but you can improve on where you are now, and your newfound skills can make a very positive difference to your life as a result.

Most people I have trained, coached, or done therapy with can generally get EASE in less than an hour, and I've trained some pretty difficult cases. If you feel swamped by the number of different communication structures, start with EASE, as it is the best one to practice for use in difficult situations, and if you have just this one tool, it can help you build your confidence. Then move on to the others.

If you really want to get good at this and practice with extra coaching support, go to...<http://www.emotionaljudo.com/coaching/>

Key Distinctions

1. To become proficient at Emotional Judo® quickly, start from your strengths. Identify what you are good at already in chapters five, six, seven, eight, nine, and eleven, and use that as a platform to start practicing other areas you are less adept at.
2. If it becomes overwhelming, pick only one communication structure from the ten, and get good at it. I recommend you pick EASE as that single skill; it is the most versatile structure.
3. There's no shame in reaching out for help. All elite athletes still have coaches. <http://www.emotionaljudo.com/coaching/>

Conclusion

“It’s not the end, it’s a new beginning.”—Change Management Edict

Thanks for reading *Emotional Judo*®. I sincerely hope it has been rewarding for you.

We have covered a lot of ground in a short space of time. You have now learned ten tried and tested communication structures to manage conflict, build your emotional intelligence and get the best out of difficult encounters with others.

As the quote above suggests, even though it’s the end of this book, it’s a new beginning for your application of the material.

There is a post-modern saying that “knowledge is power”, but it is really the intelligent application of knowledge that provides power. Knowing things and not putting them into action can disempower people because they are then prone to whip themselves when they get poor results in an area where they knew information but did not apply it.

Regular practice is the key to help you get good at anything in life.

I have mentioned a few times throughout the book, there are a lot of acronyms and structures to remember, so I am going to provide you with a FREE cheat sheet and some wallet cards to assist you with mastering the ten structures. The details for download and a summary of the ten structures are on the last two pages of this book.

Remember, the more you practice them, the easier they will get, and if you need help, reach out and access www.emotionaljudo.com and consider the coaching and courses to assist you. More details of these resources and how I can assist you, appear after this conclusion.

Please remember: there is no shame in asking for help.

As I have mentioned, this book is the first in a series on communication, confidence, and credibility. I intend to publish the following titles soon:

Emotional Gold: Seamless Communication Skills to Lead, Influence, Persuade, and Negotiate

Emotional Sage: Make Better Personal and Professional Decisions, Solve Life Problems and get Un-stuck

Emotional Steel: Build Resilience, Confidence, Courage, and Motivation

If this book has been useful for you and you would like to be notified to get advanced access when these new books are published in the not-too-distant future, please visit the webpage below, and in the subject line, write *Sage, Gold or Steel or All*.

www.emotionaljudo.com/contact/

If you found this book of value and enjoyed its contents please feel free to get in touch and share your feedback at www.emotionaljudo.com/contact/ or tim@emotionaljudo.com or leave a review on Kindle/ Amazon, or both. Reviews are always very much appreciated and help me to help more people.

Many thanks for your support, and best wishes with your communication; now you are a full-fledged Jem!

Speaking, Facilitation & Coaching

“A man’s mind, once stretched by a new idea, never regains its original dimensions”—Oliver Wendell Holmes

Bibliotherapy—treating our issues via books—works well for some but in other instances some people need a bit of extra support and assistance. Imagine the speed or magnitude of the change you could create by working on these issues with a coach or in a facilitated environment.

Tim has been coaching for the past 21 years both in private and professional realms, one on one and in groups.

He is also a dynamic, entertaining, and engaging speaker and workshop facilitator both in Australia and internationally in the areas of:

- Communication
- Confidence
- Credibility
- Conflict Resolution
- Command (Leadership)

To book or discuss speaking or facilitation options, please send a message via the Emotional Judo® website at

www.emotionaljudo.com/contact/ or contact Tim direct at tim@emotionaljudo.com

The following coaching options and on-line programs are also available to you:

- Coaching <http://www.emotionaljudo.com/coaching/>
 - Individual Personal
 - Group Personal
 - Individual Professional
 - Group Professional
- Programs <http://www.emotionaljudo.com/ejcourses/>

- Inner Game of Emotional Judo®—Exercises to build –
 - Emotional Intelligence
 - Confidence
 - Tolerance
 - Working through things that stop you achieving your outcome/s
 - Understanding of your own and other's emotions
 - And more
- Outer Game of Emotional Judo®—Exercises to help you master the structures in this book
 - Dealing with Pushback
 - Empathy building
 - Delivering difficult Feedback
 - Asserting Boundaries
 - And more

Free Cheat Sheet

As I have mentioned a few times throughout the book, there are a lot of acronyms and structures to remember, so I am going to provide you with a FREE cheat sheet and some wallet cards to assist you with mastering the ten structures:

- The Emotional Judo® Mats
- The Five Elements of Trust
- EASE
- U WIN/I WIN
- EARS
- WAIT
- 3E + P
- Name it to Tame it
- Role Reversal
- Bandwidth Analogy

The cheat sheet—Emotional Judo® Tips—is a summary of the 10 structures to help remember the high-level steps of each tactic. I suggest you put this sheet next to your phone or on your cubicle wall at work.

The wallet cards are a further summary that you can carry in your wallet or handbag to re-read and jog your memory before you enter a situation that you know may be difficult or potentially conflictual.

You can get the cheat sheet and cards at

www.emotionaljudo.com/cswc

Remember, the more you practice them, the easier they will get, and if you need help, reach out and access www.emotionaljudo.com and consider the coaching and courses to assist you.

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