



P, P, P

## newsletter for nurturing support groups

Volume 5, Number 4  
March-April, 1984

# D

ear Reader,

Strong group leaders are people who are **POTENT**, who offer **PROTECTION** to all group members, and who offer other people **PERMISSION** to grow, to learn, to be who they are. Annette Pattie wrote briefly about these **3 P's of Leadership** in Volume 2, Number 4 of **WE**. In this issue we benefit from her expanded study, research and reporting as **WE** focuses on these important aspects of leadership.

In addition, see

- **Throwing Your Name with a Ball**, by Sandy Swanson
- **Cooperation Dolls, A Way to Counter Sibling Rivalry**, by Jean Clarke

Three of you have notified me that you did not receive your **Who, Me Lead A Group?** book. Those books were mailed in March. If your subscriptions covered Volume 5, Number 2 (the November-December issue of **WE**) and you have not received your book, please let us know immediately.

Sincerely,

Jean Illsley Clarke, Editor

## The Power of the 3 P's

by Jean Clarke

**Potency, protection and permission** are three important, interrelated leadership qualities. The leader who is potent demonstrates competence, gets things done and inspires others to cooperate in the achievement of group tasks. The leader who offers protection creates an environment in which people feel free to achieve, grow and create. The leader who gives others permission interacts with other people in a way that encourages them to achieve, grow and create.

A strong leader is one who has developed all three leadership qualities and keeps them in balance. Any one, well developed and used consistently, without the other two does not result in satisfactory group leadership.

## Ground Rules

The **Ground Rules** referred to in **How Do I Provide Protection, Permission & Potency** are:

1. All beliefs are respected
2. Everyone participates in their heads
3. Everyone has the right to pass on any exercise or activity
4. No gossip; confidentiality
5. Leader stays in position of respect for others and self

A leader can increase his potency and offer a high degree of permission and protection by regularly, matter-of-factly and even-handedly enforcing these group rules.

## Facilitation Skills

### Ask One Question

When you are leading a group, do you sometimes ask a question and not get an answer? Make sure that you are asking only one question at a time. If you ask two or more questions at a time, some people get confused and others assume that you are asking rhetorical questions, that is, questions to which you do not expect answers. Try this:

- Ask one question.
- Wait.
- After you get a response, ask another one.
- If you get no response, say, "Well, I'm not hearing an answer to that question; I will ask a different one."

Asking one question at a time increases the potency of your leadership.

### Suggested Format for Group Meetings

Place \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Person in Charge \_\_\_\_\_

#### Program:

- Opening activity that offers everyone a positive personal message
- Ground rules
- Celebrating wins and sharing problems
- Asking for support
- Practice skills, new learnings, play
- Suggestion circle
- Plan the next meeting
- Resentments and Appreciations
- Closing activity that offers everyone a positive personal message

**S**ibling Rivalry, that unhealthy competition between children, is so widespread that it seems to be a normal part of children's behavior. Fortunately, children do have a natural desire to cooperate. This exercise is designed to reduce sibling rivalry by affirming children's abilities to cooperate and to take care of themselves without putting down or hurting their brothers and sisters.

Collect six different tiny dolls or animals and put them in a small basket or box to be used only for this *Cooperation Dolls* activity.

Each night during the quiet time before bed, take out the dolls one at a time. Tell each doll one thing the child has done to cooperate with or support a sibling or tell one thing that the child has done to take care of his or her own needs and wishes without hurting or manipulating or putting down the other child.

This activity can be used with children age two or older. In the following example, the parent is talking with Isaac, is 13 months. Mom picks up the first doll and says to the doll, "Luke is learning how to be cooperative. Today I saw him move the chair away from the counter so Isaac can't climb up on the stove where he might burn himself." Mom looks at Luke and hands him the doll. She waits while he thinks a little while.

Mom picks up the second doll and says, "Doll, today Luke rolled the ball to Isaac until Isaac was tired of playing." She looks at Luke and hands him the doll.

To the third doll she says, "Today I saw Luke get a cracker for himself and one for Isaac." She smiles at Luke and hands him the doll.

To the fourth doll, "This morning Luke helped me by playing with Isaac in his room while I made my telephone calls. I appreciated that very much." She hands Luke the doll.

To the fifth doll, "Doll, I want to tell you what Luke did today. He took his special pictures outside and looked at them. Then he put them away in his picture box and put it high on the shelf in his closet where Isaac can't get them. Isaac is so little he might tear them or bend them." She hands the doll to Luke.

To Luke, she asks, "Is there something you are hoping I will tell the sixth doll?" If not, she goes ahead, "Today Luke wanted some time to play alone so he told Isaac and me he was going to do that. Then he went in his room and played with his door closed.

## COOPERATION DOLLS

### Suggested Activity For Dealing with Sibling Rivalry



Isaac stood at the door and yelled, but Luke didn't yell back at Isaac. Luke went on playing and left Isaac for me to take care of."

After some looks and hugs and pats of appreciation, Mom says, "Now that we have told the Cooperation Dolls what Luke did today, would you like to tell any of the dolls what I did today?" Then, "I would like you to listen while I tell the dolls what I think I did well today to cooperate with other people."

To the first doll, "I wrote a letter to Grandma and sent her pictures that Luke and Isaac had drawn. Grandma likes to get those letters a lot."

To the second doll, "I helped Elizabeth go to the dentist by having Christopher come over to play."

To the third doll, "I rested today while Isaac napped and Luke had his quiet time. I was tired and I might have been grumpy if I hadn't rested."

To the fourth doll, "I arranged my errands to get home in time for Luke to watch *Sesame Street*."

To the fifth doll, "While Daddy got breakfast I bathed and dressed Isaac. I told Daddy I liked the breakfast and I told Luke that I appreciated that he cleared his dishes from the table."

To the sixth doll, "Let's ask Luke if he wants to tell you a way he saw me being cooperative today." If not, she goes ahead, "I paid the telephone today. The phone is important to our whole family."

**Note:** When you affirm the child, be sure to phrase the things the child did in terms of contributions and support for the family, not in terms of "taking good care" of their siblings. It is the job of the child to become a contributing member of the family. It is the job of the parents and other adults to take care of the children.

This activity taps into a child's natural desire to cooperate. It is important for the parent to tell the dolls what the child did and what the parent did. This

points out many ways that people can contribute to the family welfare, and makes it clear that cooperation is everyone's job, not an expectation or burden put only on the child or only on the parent.

Do not use this time to tell the child how to change things he did that were wrong, inappropriate or incorrect. Do that some other time during the day. Keep this time focused on the child's achievements, on the cooperative or supportive acts the child did today.

If you do this activity just before the child goes to sleep, it will probably have more lasting impact than if you do it at other times because the child can sleep and dream on successes. However, if it is not possible to do it at bedtime, find some other time. If you do this regularly, it becomes a ritual in the child's day and serves as an important esteem-building reminder and anchor for the child to help her remember that she is a valued and capable person.

You may have a small box of Guatemalan dolls. They work very well for the *Cooperation Doll* ritual for children who are old enough to not put them in their mouths. These six tiny, colorful dolls come in a small bentwood box. They have been used to help children deal with problems for many years. The note in the box says:



#### Trouble Dolls™

##### The Story of the "Trouble Dolls"

In the land of Guatemala the Indians tell this old story. They teach that when you have troubles, share them with your dolls. Remove one doll from the box for each problem. Before you go to sleep, tell the doll your trouble. While you are sleeping the dolls will try to solve your troubles. Since there are only six dolls in a box, you are allowed only six troubles a day."



The dolls are inexpensive. You can find them in your local gift store or ask the store manager to order them for you.

\* Parkville Imports, Inc., P.O. Box 4731, Scottsdale, AZ 85261.

## Group Activity

You can show your appreciation and reinforce cooperation in your support group by using the *Cooperation Dolls*. Choose one person at each meeting to affirm. Hand a tiny doll or animal to each person in the group. Ask the other people to take turns handing the doll or animal to the chosen person and telling one specific way he has contributed to an individual in the group or to the group as a whole.

# Evaluation of 3 P's In A Leader

By Annette Pattie

Permission to reprint from WE Newsletter.

Test your skill at recognizing PROTECTION, POTENCY and PERMISSION or lack of each by filling in the following evaluation.

Situation: You are attending a three hour workshop on Assertiveness. Score each behavior as it would appear to you. Compare your responses with Annette Pattie's evaluation.

Remember that people's perceptions of **Protection**, **Permission** and **Potency** are highly personal. If you disagree with Annette's answer on some item, think about why some people might react differently to that behavior and how you can use that information to improve your ability to offer the Three P's.

## PROTECTION

Put a + in front of the behavior if it offers **protection**, a - if it neglects to provide **protection**.

- a. \_\_\_\_ Offers support to communicate personal wants and needs.
- b. \_\_\_\_ States that each person is important.
- c. \_\_\_\_ States no Ground Rules in the beginning.
- d. \_\_\_\_ Does not state her Goals for the workshop.
- e. \_\_\_\_ Encourages the participants to get straight, compassionate reactions from others.
- f. \_\_\_\_ Assists people in finding new ways to believe in themselves and to be themselves.
- g. \_\_\_\_ Asks people to leave Humility outside the door and go on a fantasy trip, leaving an empty spot. Does not ask them to put something in the place of humility before going on the trip.

## PERMISSION

Put a + in front of the behavior if it offers **permission**, a - if it neglects to provide **permission**.

- a. \_\_\_\_ Shares changes in her personal life.
- b. \_\_\_\_ Doesn't remind people that it is okay to ask for needs before telling them to ask a partner for some unconditional need.
- c. \_\_\_\_ Doesn't remind the group that it is okay to feel uncomfortable trying new things.
- d. \_\_\_\_ Encourages the participants to do many assertiveness exercises.
- e. \_\_\_\_ Gives them permission to be themselves.
- f. \_\_\_\_ Asks people to decide how they want to be.
- g. \_\_\_\_ Doesn't give permission to toss away criticism.
- h. \_\_\_\_ Does not emphasize the importance of raising own self-esteem, to support assertiveness.

## POTENCY

Put a + in front of the behavior if it is an example of **potency**, a - if it lacks **potency**.

- a. \_\_\_\_ Challenges the participants to change.
- b. \_\_\_\_ Makes expedient use of time.
- c. \_\_\_\_ Demonstrates strength in handling an unhappy participant by staying in a positive leadership role.
- d. \_\_\_\_ Does not allow people to Pass on exercised they do not want to do.
- e. \_\_\_\_ Is Assertive.
- f. \_\_\_\_ Is in charge at all times.
- g. \_\_\_\_ Is firm about her own beliefs.
- h. \_\_\_\_ Withholds some permissions and protections.
- i. \_\_\_\_ Does not provide a closure experience for the group.
- j. \_\_\_\_ Communicates very clearly.

k. \_\_\_\_ Models humaneness.

l. \_\_\_\_ Withholds the nurturing messages saying that each participant is okay the way they are.

m. \_\_\_\_ Doesn't provide mingling space.

Key:

PROTECTION: a. +, b. +, c. -, d. -, e. +, f. +, g. -

PERMISSION: a. +, b. -, c. -, d. +, e. +, f. +, g. -, h. -

POTENCY: a. +, b. +, c. +, d. -, e. +, f. +, g. +, h. -, i. -, j. +, k. +, l. -, m. -

## GROUP ACTIVITY

To help all of the members of your group improve their leadership skills, ask each person to evaluate the items on the three lists individually. After they have finished, read each item and ask people to indicate if they marked it with a plus by raising a hand. When you reach an item on which people disagree, ask one person who rated it + to tell why, and one person who rated it - to tell why. Each person's answers make sense for him, so ask people to listen to each other but do not permit right-wrong comments. Ask people to share other ways they provide **Potency**, **Protection** and **Permission**.

Annette Pattie leads **Self-Esteem: A Family Affair** and other workshops on self-esteem. Through **Affirmation Enterprises** (P.O. Box 21, Savage, MN 55378), she provides developmental affirmation stickers and laminated paper circles (cymbals), blocks and charts. She also distributes shirts and pants with great messages for little people. Annette lives at 13405 Colfax Avenue South, Burnsville, MN 55337.

## Suggested Personal Activity

### How Do I Provide Protection, Permission, and Potency?

Annette Pattie asked fifteen professional facilitators of groups for a Suggestion Circle on ways that they provide **Protection**, **Permission** and **Potency**. The suggestions they gave are listed below. You can use these lists to help you think about when you experience potency, protection and permission, and then how you as a leader offer the Three P's to other people.

To assess when you feel **Protected**, write a "yes" on the first \_\_\_\_, if you feel **protected** when a leader does this; write "no" if you do not. Leave the second \_\_\_\_ open. Do the same for the **permission** list and for the **potency** list.

Remembering that some aspects of **Protection**, **Permission** and **Potency** are very personal, evaluate each item on the list with your own leadership style in mind.

- If you have not read **The Power of the Three P's** on page 1, read that.
- Look at the **Protection** list again.
- On the second \_\_\_\_ put a star if this is something you are good at. Put a check mark if this is a leadership skill you would like to improve.
- Add other ways that you offer **Protection**.
- Do the same for the **Permission** list and for the **Potency** list.
- Celebrate all of the items that you starred. Make a contract with yourself about ways to improve one item that you checked.
- After one month, review your progress and make a contract with yourself about ways to improve another item that you checked.

continued on page 4

# How do I provide...?

## Continued

- Get in the habit of having a **Protection, Permission** and **Potency** evaluation of yourself once a month.
- Sometimes, ask a competent, impartial observer to evaluate you.
- When you have made some improvement, give yourself a **Protection, Permission** and **Potency** celebration.

### PROTECTION

I provide **Protection** when I:

- \_\_\_ Structure by posting Ground Rules and goals.
- \_\_\_ Move my body — going over to person who needs help.
- \_\_\_ Say "No" when necessary and say it straight.
- \_\_\_ Use a protecting, nurturing tone of voice.
- \_\_\_ Come from a nurturing rather than a critical personal position.
- \_\_\_ Am aware of what Responsibility means and act accordingly.
- \_\_\_ Am strong and firm.
- \_\_\_ Say, "I don't know" when I don't.
- \_\_\_ Say, "I believe this to be true," instead of stating beliefs or opinions as facts.
- \_\_\_ Interrupt to keep group on task.
- \_\_\_ Am in charge, powerful but not controlling.
- \_\_\_ Am in charge of myself when I arrive.
- \_\_\_ Have room prepared and supplies ready.
- \_\_\_ Start on time and end on time.
- \_\_\_ Redo mistakes.
- \_\_\_ As leader, use right to pass, as well as other Ground Rules.
- \_\_\_ Don't respond to Resentments during Closing but make needed adjustments in my own leadership.
- \_\_\_ Do not gossip about mistakes someone else made in my group.
- \_\_\_
- \_\_\_
- \_\_\_

### PERMISSION

I provide **Permission** when I:

- \_\_\_ Offer permission; say, "It's okay to try out these things or not to."
- \_\_\_ Give positive strokes.
- \_\_\_ Share personal experiences, mistakes, wins, problems, etc.
- \_\_\_ Admit to changing my opinion.
- \_\_\_ Am spontaneous in ways suitable for the situation.
- \_\_\_ Am clear about outcome, concensus vs. own conclusions.
- \_\_\_ Am in charge of the structure so people don't have to worry about who is leading.
- \_\_\_ Claim power of leader role — take charge, be in charge.
- \_\_\_ Enforce Ground Rules by repeating and acknowledging and affirming them.
- \_\_\_ Don't spring things on people or trick people.
- \_\_\_ Use the Ground Rules for myself (see page 1).
- \_\_\_ Ask people to set goals. Offer options.
- \_\_\_ Tell them they can develop their own ways of doing things.

They can disagree with me or other people in the group.

They can trust their feelings to guide them.  
They don't have to suffer to get what they need.

They can think before they accept someone else's decision.

- \_\_\_ 14. Honor mistakes as opportunities to grow.
- \_\_\_ 15.
- \_\_\_ 16.
- \_\_\_ 17.

### POTENCY

I offer **Potency** when I:

- \_\_\_ Feel potent.
- \_\_\_ Center myself.
- \_\_\_ Use body language that is congruent with what I am saying.
- \_\_\_ Am firm about my beliefs but do not use them to overpower other people.
- \_\_\_ Use eye contact.
- \_\_\_ Am clear, concise and consistent about what I communicate.
- \_\_\_ Briefly relate personal experiences that relate to the topic at hand.
- \_\_\_ Provide structure and nurturing.
- \_\_\_ Am straight about my own needs.
- \_\_\_ Model humaneness.
- \_\_\_ Am assertive.
- \_\_\_ Am directive, serious, humorous, or enthusiastic at appropriate times.
- \_\_\_ Offer knowledge without acting one-up.
- \_\_\_ Disagree.
- \_\_\_ Am aware of own needs and energy level.
- \_\_\_ Leave personal problems outside group (unless it is a support or sharing group).
- \_\_\_ Am in charge.
- \_\_\_ Ask for what I need.
- \_\_\_ Am alert to the dynamics of the group.
- \_\_\_ Check out how others are thinking and feeling.
- \_\_\_ Don't invite dependency.
- \_\_\_ Keep things moving.
- \_\_\_ Have good pasture.
- \_\_\_ Give full attention to the group discussion, paraphrasing what was said and directing discussion to assigned subject.
- \_\_\_
- \_\_\_
- \_\_\_

### Further Readings

If you are a therapist or are interested in the ways **Protection, Permission** and **Potency** are important in a therapeutic setting, here are some sources of further information about that topic.

Berne, Eric, **What Do You Say After You Say Hello?**, New York; Grove Press, 1972

Crossman, Pat, "Permission and Protection," **TA Bulletin**, 5, 19 July 1966, p. 152-154

Levin, Pamela, **Becoming The Way We Are**, Library of Congress No. 74-215-22, 1975

Steiner, Claude, **Games Alcoholics Play**, New York; Grove Press, 1971

Steiner, Claude, **Scripts People Live**, New York; Grove Press, 1974

Woollams, Stanley, Brown, Michael and Huige, Kristyn, **TA in Brief**, Ann Arbor, Michigan; Huron Valley Institute, 1976

# Potent Organization

It is hard to be potent if you are not well organized. Here is a tip for organizing the little details that need to be taken care of on a daily basis or within a few days. Use the small size (1 1/2" x 2") Post-it® Note Pads.

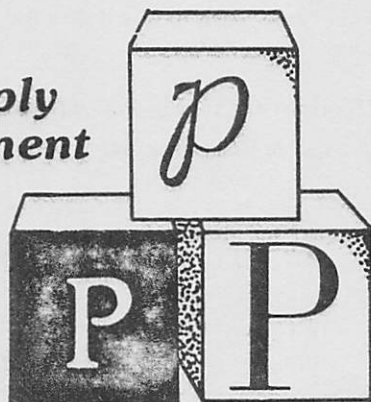
938-9163  
plan to colead  
meeting for Wed.  
call Carole

Write a signal message on the bottom of the slip. You can write a word or two to signal you which person to call, tasks to complete, assignment to do or topic to consider.

Stick the slips on your calendar or one above the other so the signal words show. As you complete each task, remove the slip. If a task cannot be completed, move the slip ahead to the calendar day when you will complete it. You can write additional instructions on the upper part of the slip if necessary.

submit outline to  
Lafayette by Friday  
plan Anger workshop  
write COMPETITION  
pay VISA  
birthday cards  
call John

## The 3 P's As They Apply To Management



Abe Wagner, Business Management Consultant and author from Denver, Colorado, lists ways to apply the 3 P's in management. You may think about how this list applies to managing a class, a workshop or a family, as well as a business.

**POTENCY:** Demonstrate your competence, be consistent, and practice what you preach, show that you feel good about yourself, and communicate that you believe the people you are managing are important.

**PERMISSION:** Keep your behavior consistent; don't gossip.

**PROTECTION.** Make it clear that you like people, let them know that you appreciate their work, offer consistent structure, be objective when you are criticized, tell people with sensitivity what you need to hear from them, confront on a one on one basis, keep firm boundaries, do private things in private, provide firm structure.

*The Transactional Manager, How To Solve People Problems with Transactional Analysis*, Prentice-Hall, Inc., 196 pages, \$5.95.

## news from support groups

From the **Nurture Company** in Lafayette, California, comes this reminder:

Learning is finding out what you already know.  
Doing is demonstrating that you know it.  
Teaching is reminding others that they know just as well as you.

We are all learners, doers, teachers.



Deane Gradous of Wayzata, Minnesota, says:

**Information**  
you can give back  
**Knowledge**  
you can use  
**Wisdom**  
you can **integrate**.

She recommends using the **Planning Wheel** (described in Volume 5, Number 1 and in **Who, Me Lead a Group?** by Jean Illsley Clarke) to help **integrate** your thinking.

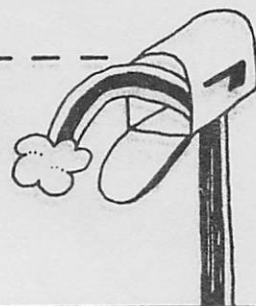
## Facilitator Training Workshops

July 16-20, 1984, Seattle, Washington  
Led by Jean Illsley Clarke  
July 30-August 3, 1984, Cincinnati, Ohio  
Led by Gail Nordeman  
August 13-17, 1984, Plymouth, Minnesota  
Led by Jean Illsley Clarke

A week-long workshop for people who want to . . .

- Facilitate the **Self-Esteem: A Family Affair** parenting model, or
- Improve group leadership skills for working with growth, education or support groups. Write to **WE** for details.

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a rainbow in your mailbox  
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# Books

If you work with people who are pregnant or have infants, Gail Nordeman reviewed these two books for you.

**Infant Massage – A Handbook for Loving Parents**, by Vivian Schneider, Bantam Books, New York, \$4.95.

As I read this book I recalled the time when my children were infants. I thought about how nice it would have been to have a guide such as this.

Ms. Schneider provides the structure, as well as the loving support many new parents need, to bring their caring touch to their infants and young children, through infant massage.

Many new parents, when confronted with a "fussy" baby, do not know what to do or how to help their baby. Infant massage is beneficial to the baby's physical and emotional health. A regular program of massage helps the baby to develop a conditioned relaxation response. It also improves the bond between the child and the parent. When parents and baby spend time together in a calm, relaxed, tension free atmosphere, they learn how to manage the stresses of their new relationship.



Parents can use this book's step-by-step massage techniques as a guide for creating a stress-free atmosphere for themselves and their baby. Ms. Schneider's guide doesn't stop here though. She even provides a structure for special times and situations such as premature infants and when baby is ill.

I recommend this book for all parents of young children, as well as for professionals who work with families that have young children.

Edited by Jean Illsley Clarke    Published by Marnie Lilja Baehr  
Layout Design by Marnie Lilja Baehr

\$15.00 per year (6 issues)

**WE**

16535 9th Avenue N.  
Plymouth, MN 55447

- Suggested activities
- Thoughts on theory and purpose of support groups
- News from other support groups

**Pregnancy Diary** by Elizabeth Bing, Bantam Books, New York, 1983. Spiral bound, \$6.95.

Several years ago I attended a workshop led by Ms. Bing. She is a warm, loving and caring person. She is highly committed to creating support systems that help parents help themselves.

These qualities come through in her newest book, **Pregnancy Diary**. In this book she shares some of her own ideas and thoughts from other mothers about pregnancy, and some very good advice and accurate information.

The outstanding contribution of this book is that Ms. Bing provides a framework for the mother-to-be to work out her own growth during her childbearing years.

Those of you who are familiar with the developmental affirmation cymbals might suggest to the mothers you work with that they pick up a suitable affirmation for each day and write it in their diaries.

Reviewed by Gail Nordeman, childbirth educator, **Self-Esteem: A Family Affair** facilitator, and therapist. Gail is the co-director of "A Growing Place," 9656 Sycamore Trace Court, Cincinnati, Ohio 45242.

## Opening Activity for Claiming Potency ♥♥

Choose a partner. Make a name tag for her and ask her to tell you what she does to help her feel POTENT when she is leading a group. Introduce your partner and tell the group about her potency if she is willing for you to share that information.

## Closing Activity for Appreciating Protection

- Ask for Resentments. Listen to resentments, do not defend or explain.
- Ask each person to close his eyes and appreciate one way that he gives himself protection in a group setting. After a minute or two, ask for Appreciations, and ask particularly for specific appreciations for behavior or attitudes of other people that helped you to feel protected enough to be free to think creatively, and to learn easily.

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**newsletter for nurturing support groups**