

Functional Fluency Starter Pack[©]

Congratulations! You have taken a first step to maximising your (inter)personal effectiveness in all realms of life using Functional Fluency.



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1. Introduction

Congratulations!

By downloading a copy of our Starter Pack you have taken your first step to maximising your (inter)personal effectiveness in all realms of your life, using Functional Fluency.

Whether you are a parent, a son or a daughter, a sibling, a spouse/ partner, an employee, a colleague, a voluntary worker, a team, an organisational or entrepreneurial business leader, you will face daily trials and hardships.

It is the way you choose to respond to these challenges that determines the quality of your relationships, your achievements and ultimately, of your life.

Ask yourself these questions:

- Do you find yourself struggling to reach your personal and/or professional goals?
- Do you find yourself getting into the same situation repeatedly without any resolution?
- Are you hesitant to take action that you know will improve your life?
- Do you put more effort into your work than into your personal life?

- Do you ever censor yourself because you think the consequences will not be pleasant?
- Do you have trouble setting boundaries for yourself and/or others?
- Do you ever blame something or somebody for your misfortune?
- Do you ever walk away angrily if things don't go your way?
- If you said yes even once, you are in the right place.



Functional Fluency is about becoming more aware of your own behaviour and that of others, taking responsibility for your own actions, finding alternative routes towards your goals, using your energy more effectively and making behavioural choices that will help you to

Thrive at Life!

2. What is Functional Fluency?

Functional Fluency is a model that helps you examine your behaviour and discover new ways to change it for the better. It provides a menu of effective ways to respond to challenging situations and is a model for developing ‘functionally fluent behaviour’.

Functional Fluency is:

- a natural way for human beings to function and flow well together.
- the use of positive and flexible means of responding that helps us to communicate well and build effective relationships.
- a name for what we call social “response - ability” by putting energy into effective rather than destructive behaviours.

Functionally Fluent people:

- communicate better and find relationships more satisfying and successful.
- learn how to choose responses that help things turn out well, instead of repeating old automatic reactions that often make things worse.
- save a lot of time, energy and stress.

Behaviour

Your behaviour is about what you do and how you do it, how you act towards certain stimuli, how you talk to or conduct yourself or relate to others in any particular situation. While this behaviour is often obvious - such as walking through a crowded room - often it is barely visible to others or even yourself, for example

whether you are breathing slowly or fast, standing upright or slouching, or experiencing a positive or negative internal dialogue.

Fluent Behaviour

‘Fluent Behaviour refers to connections flowing smoothly. This works on two levels:

1. Between you and others: your behaviour helps the communication between you and others flow seamlessly, making you capable of connecting effectively.
2. Within yourself: in order to connect with others, you must first connect with yourself. This is easier when you know yourself, and when your thoughts, feelings, and actions are in sync.

While this may seem simple, often these aspects do not align easily, which you may recognise from your own life. Sometimes it can be impossible to align your thoughts and feelings, causing your behaviour to stop being fluent and your connection with others to become more difficult.

In most challenging situations your behaviour can become an obstacle to achieving the things that are important to you. The Functional Fluency Model can help you understand and develop your own behaviour, so that you will be more capable of achieving your objectives.

The question at the heart of most philosophical movements “Do I and others benefit?” is also central to the Functional Fluency model, which we will explore further in this Starter Pack.

3. Functional Fluency Levels

Level One

The Functional Fluency model is aligned with how people develop both personally and professionally. As we grow up, we learn how to respond to the different situations in our lives and how to relate to and get along with others, expressing ourselves in our own unique ways.

Ideally, with care, we guide and direct ourselves and others in the right direction. Continuously assessing our inner and outer current reality, we strive to do what is beneficial to ourselves and to others. In this way, we can make effective contributions in each different situation.

The energy we use for this can be linked to our behavioural modes. Regardless of personality structure or cultural background, we can and should choose behaviour that benefits everyone.

With Functional Fluency, Dr. Susannah Temple, the creator, has developed a universal language for effective communication, best explained across three separate levels:

Basic Categories of Human Behaviour

We constantly use our senses, memories, know-how, imagination and other tools to take a huge range of factors into account when deciding how to behave. This is necessary for our survival. Level One consists of three basic categories of human social behaviour.

Upbringing

Using energy on **behalf of others.**

Social responsibility

When I am in charge of things:

- For people at home
- For people at work
- For myself

Survival

Using energy to **stay in touch internally with the present.**

Reality Assessment Moment by moment

To make sense of what is happening and to decide what to do next.

Growing up

Using energy on **my own behalf.**

Self-Actualisation

Growing up and becoming myself, expressing who I am throughout my life.

Functional Fluency Levels



Level two • What we do with our energy socially

Level Two dives deeper into the three basic categories, which are further divided into 5 elements of human social behaviour, which outline **what** we do with our energy socially.

How will I guide and direct others and myself?

Social responsibility Being in charge

Guiding and directing

Looking after people

How will I look after people, including myself, and meet their needs?

How much accounting is necessary (head, heart, gut)?

Reality Assessment Accounting

Taking account of the present situation.

What do I need to take into account?

How will I relate to others?

Self-Actualisation Becoming myself

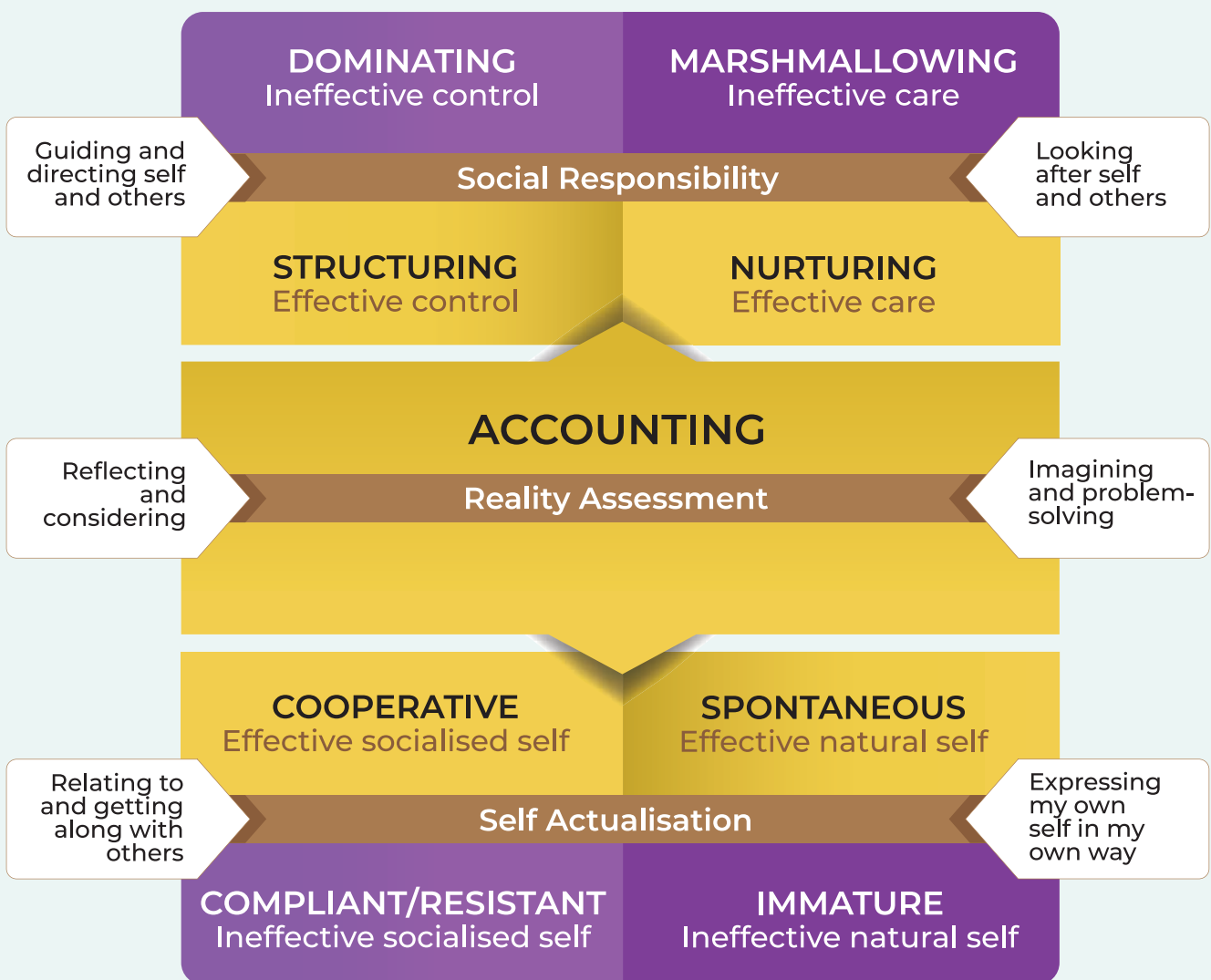
Relating to others

Expressing my own self

How will I express my unique thoughts, feelings, wants and creativity?

Level three • How we behave

Functional Fluency’s level three shows how we use the behavioural elements in levels one and two, combining these into the ‘**Full Functional Fluency Model**’. It provides a behavioural ‘menu’ for choosing how to behave. Each element has a positive and a negative mode. The positive modes are effective ways of using the elements (Golden); the negative modes less effective ones (Purple).



Learning by Experience

Think of an experience when you were getting along well with others and in smooth social flow, with quite some challenge, quite a degree of uncertainty, the outcome not clear and you were able to get what you needed and resolve the problem? What pleased you most? Then think of another experience, maybe a

recurring one, when you weren’t getting along well with others. What was energy draining for you and why weren’t you able to get what you needed and resolve the problem? What bothered you most about the outcome?

Consider these experiences as you reflect on the Full Functional Fluency Model.

4. The Four Social Responsibility Modes

The Four Social Responsibility modes – Structuring, Dominating, Nurturing and Marshmallowing – are ‘Being in Charge’ modes and relate to how we use our energy to direct ourselves and others.

‘Being in Charge’ behaviour refers to any situation where we have a responsibility for others, either as a caregiver or as a leader. The two elements of Care and Control here each have an effective and an ineffective mode.

In each phase of our lives we often experience a range of these roles, such as (team) leader, manager, provider, caregiver, spouse, partner, parent, grandparent, coach, trainer, teacher etc.

Key Reflections

When considering these roles and modes, we must reflect on the ‘being in charge’ responsibilities in our lives.

Ask yourself

- Who are you responsible for?
- How do you give guidance and care to others and yourself?
- How do they benefit or suffer, or feel cherished or harmed, from the ways you guide, direct or look after them?
- How do you wield your authority and does this empower or dis-empower those you are responsible for?
- How do you balance your key roles of responsibility?
- How effective do you think you are ‘being in charge’? Are you contributing to positive outcomes and achieving what matters most, or not?
- Do these roles leave you energised and content, or do they overwhelm you and leave you feeling stressed, out of balance or drained of energy?



5. The Four Self-Actualising modes

The Four Self-Actualising modes – Cooperative, Spontaneous, Compliant/Resistant and Immature – concern ways of behaving that are influenced by our identity.

These modes are about how you use energy on your own behalf, how you express yourself as the person you are - both in your own unique way and in getting along with others - and how this impacts your environment.

Cooperative (effective) and Compliant/resistant (ineffective) modes of behaviour have been learned as response to earlier environmental and social demands.

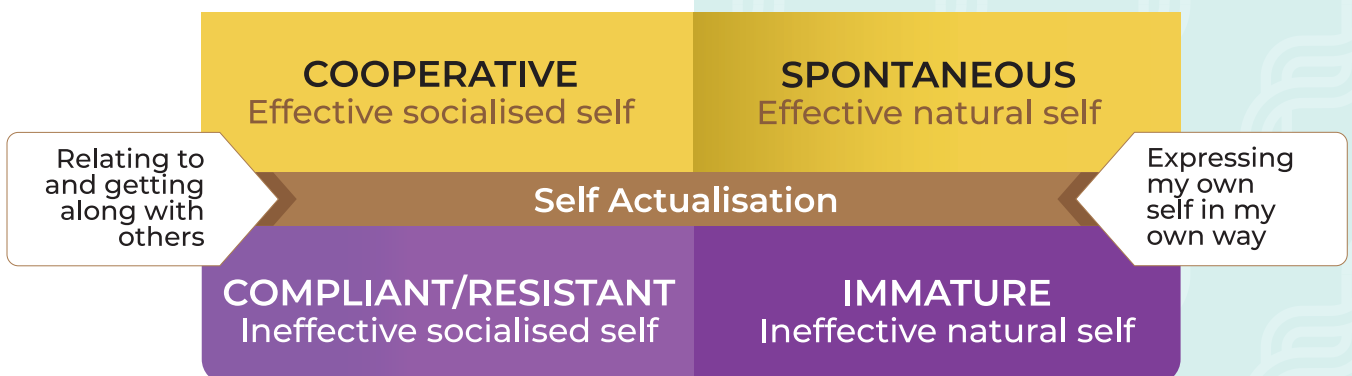
Conversely, Spontaneous (effective) and Immature (ineffective) modes both relate to our more free-flowing, uncensored behaviors.

Key Reflections

Take a moment to reflect on the situations in which you are engaging with others in your life roles.

Ask yourself

- How well do you relate to and get along with these people?
- How well do you express yourself and are you able to voice your concerns or needs to protect yourself in a constructive manner?
- Do you show warmth, assertiveness, liveliness and creativity?
- Or do you find it hard to contribute constructively, try too hard to please or react with obstinacy?
- Are you failing to consider the effects of your behaviour towards others or lack control of your emotions?
- How is your behaviour experienced by others and does it lead to good or bad outcomes?
- Do you feel energised or drained after engaging with others?



6. Accounting Mode

The key to responding more, and reacting less

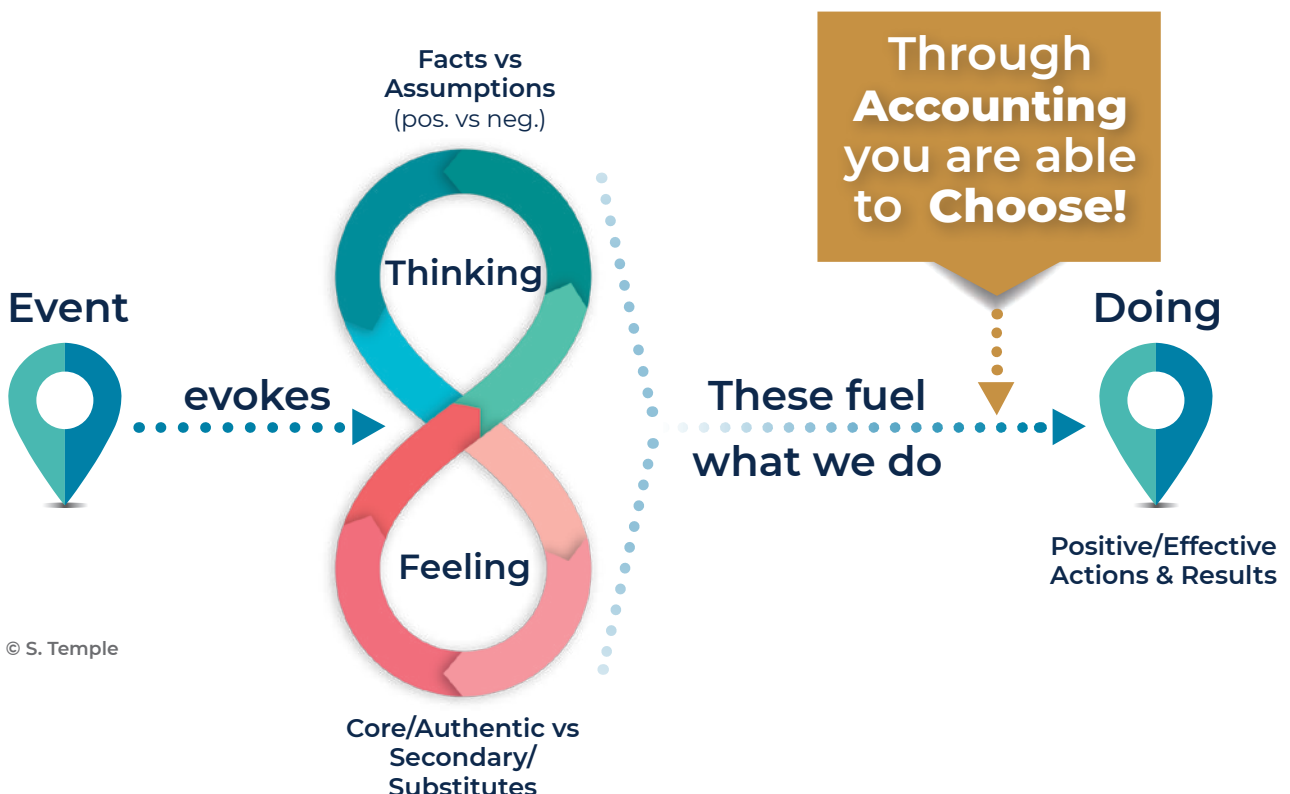
'Accounting' mode helps you to choose positive modes so that your behaviour becomes functionally fluent and you communicate effectively. Yet, it also recognises that you will sometimes slip into ineffective modes of behaviour (react) rather than effective modes of behaviour (respond).

By asking 'How do I and others benefit?' from my actions, you can assess the current reality. Only by taking into account all that is relevant, and considering which behaviour is helpful in each situation, are we able to exert a positive influence.

This is a uniquely human ability. Instead of reacting only on impulse, we are able to distance ourselves and assess both simple and complex problems first, before responding appropriately.

It is important to remember that here we are talking about behaviours and not about personalities, which frees us up to respond, instead of suffering knee-jerk reactions. Ineffective behaviour is not tied to who we are as a person, so we can learn to choose our behaviour rather than being stuck with it.

Once we master our behaviour in a way that is beneficial for self and others and we achieve our goals, we have become functionally fluent and can understand and use the Functional Fluency Model to better respond, rather than react, in all kinds of situations.



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Key Reflections

Think about a time in your life when things were going well.

Ask yourself

- Who was involved and what were the challenges?
- What were the significant contributors to the circumstances?
- What were possible implications and what needed to be considered?
- What needed to be changed and what needed to be decided upon?
- What was required for these actions to take place?
- Was the outcome positive or negative?

Dealing with situations uses physical energy, in the 'head, heart and gut', which is why we say that accounting works like an internal 'mode of behaviour' i.e. it is not observable.

Accounting is a process in which you decide what to do or say next, and allows you to act in an informed, emotionally intelligent way and to be effective in your personal relationships.

It means taking into account:

- What you and others are experiencing, thinking, feeling and what you and they need.
- What is happening around you and what is relevant and significant; and helps you embrace what you need to do and when, which will lead to the best outcome.

Accounting is an internal mechanism for managing yourself. By taking stock of any situation, taking into account all relevant aspects to do with self, others, and the current context, it helps you decide which blend of the four other effective (golden) modes of behaviour to use.

7. Effective Golden Behaviours

By assessing our current reality through accounting, we are able to control our own behaviour and make sensible choices. We can respond quickly and fluently to what is happening inside and outside ourselves.

This is most effective when it helps us achieve our short- and long-term objectives and benefits ourselves and others. By using Accounting, we can choose from (a combination of) four clusters of effective modes of 'Golden' behaviour - Structuring, Nurturing, Cooperative and Spontaneous modes.

Accounting Mode

Starting with Accounting Mode, which we use for making sense of what is going on, we tune into and notice what is around us considering consequences and assess and realise the significance of our thoughts and actions.

Structuring

You actively empower others by giving them assurance and motivation. You set high expectations and firm boundaries, within which they feel secure enough to grow and learn. You believe in the human potential for success and offer help and support. You focus on the positive, because this ensures others develop skills, competence and self-confidence.

When using Structuring Mode behaviour we provide support and inspiration, focus on what is going well, set challenging goals with clear limits, make agreements and know when to stop.

Effective Golden Behaviours

Nurturing

You respond with empathy to others and yourself, understand how others feel and react to their needs positively. You use kindness to express unconditional acceptance of yourself and others, which encourages others to be themselves, enhancing well-being and self-acceptance and instilling a positive attitude that encourages healing and assertiveness.

Using Nurturing Mode behaviour we offer warmth and appreciation, accept people, give them time and attention, empathise, listen to and try to understand.

Spontaneous

You have a playful attitude which lets your creativity flow freely. You use energy and motivation to apply your unique ideas to situations and to take initiative. Your vitality is infectious and you express what you think freely, without inhibition, but retain an age-appropriate sense of proportion. Your temperament influences the level of your natural exuberance in this mode.

Using Spontaneous Mode behaviour we are open about how we feel, use our imagination, express our ideas freely and are willing to let go.

Cooperative

You are self-assured, friendly, and considerate, but stand up for yourself in a nice way. You are prepared to listen and negotiate, accepting and respecting others. You are confident, because you are diplomatic and assertive. You get along well with others and enjoy seeing them both during work and in your time off and expect to be treated with the same respect you give others.

Using Cooperative Mode behaviour we consider other points of view, give and take, share, stand up for ourselves, listen with respect and do so in a friendly way.

Key Reflections

Go back to your positive experience in the previous section.

Ask yourself

- What was the outcome you wanted and did you get it?
- If so, how did you get it?
- How much accounting did you do?
- Which (combination of) modes did you put your energy into and how did you balance your energy?
- What was the effect and who benefited?
- How did others experience you?
- What pleased you most?

8. Your Amazing 'Plastic' Brain

For many years, people assumed that once fully developed, the human brain was 'fixed' and could not be altered. However, more recently, scientists have made use of incredibly sophisticated brain scanning technology and have reached quite different conclusions.

Far from your brain being a rigid, unalterable structure which determines your personality, thoughts and behaviours, you have a huge amount of control over how it grows and develops. Though it may seem far-fetched, you really do have the power to alter the workings of your brain and, as a result, to become much more effective, in any situation, than you ever thought possible.

Growing up

When you were a child, you constantly developed and changed in response to every experience you encountered. As a result, you learned how to get the best out of others, how to give and take, how to share and how to listen with respect.

If you are like every other human being on the planet, however, you probably also learned your own unique set of less effective behaviours. For example, you might have learned that the way to get your own way was to scream, shout and slam doors, or alternatively, to try to keep everybody happy.

As well as your upbringing being influential in shaping your behaviour, you may also have had to negotiate traumatic life experiences such as being ill or being

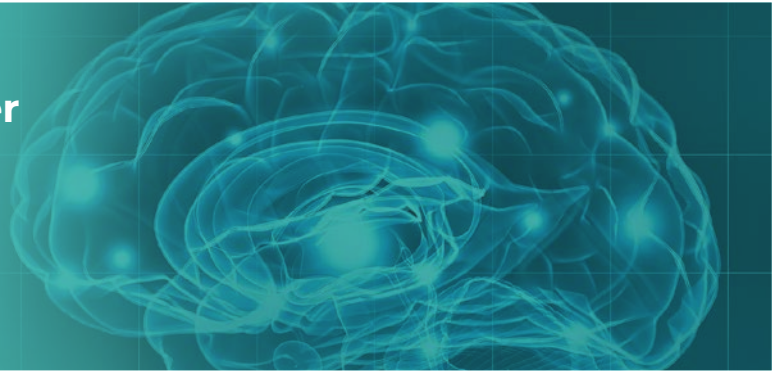
involved in accidents. This too would have profoundly influenced the version of yourself that you present to the world in the here and now.

Over time, the behaviours you repeated became encoded in your brain and, as a result, became part of who you grew up thinking you were. You didn't have much choice at that stage; you just got on with your life, and you carried on using the behaviours that appeared to work, even when these didn't benefit everybody.



In practice, this means that you may encounter circumstances in the present, in which you may feel unable to direct your behaviour in ways appropriate to the situation. Memories of certain events in particular, can subconsciously activate particular areas of the brain. This may cause you to 'react' automatically via long-established neural patterns, a phenomenon called 'transference' in psychology.

You have more control over your own mind and life than you may think.



As adults, whenever we don't behave in ways that benefit ourselves or others, it is usually because subconsciously, we see a situation as threatening in some way. In spite of this subconscious perception being false - in other words, we are rarely in real danger - we may behave as if we really are under attack. This can cause our energy to be driven immediately to ineffective ways of behaving.

Neuroplasticity and Functional Fluency: A Potent Combination

Estimates vary, but your brain contains approximately 80 billion neurons, each capable of transmitting 1 000 nerve signals per second, and of making 10 000 connections with other neurons.

Whilst your brain is composed of different kinds of cells, nerve cells called neurons are its main way of connecting your thoughts to your behaviours. Assuming you may want to change some of these behaviours, the secret to doing so lies in neuroplasticity, the natural, dynamic ability of your brain to alter its structure and function. Excitingly, you can actually repurpose groups of neurons in your brain, so that you achieve better outcomes in your day to day life. It's incredible, but it's perfectly possible.

Of course, you could continue do things as you've always done them, using ineffective, reactive behaviours known as Purple Pitfalls - which you can read about in the next chapter. But rather than continuing to employ these behaviours, you have a different choice.

The Functional Fluency Model invites you to develop greater awareness and to respond consciously, using 'golden' behaviours likely to benefit everyone - including yourself.

It has been said that 'neurons that fire together, wire together', and that's absolutely true. What that means in practice is that you can begin using functionally fluent behaviours, and if you repeat these behaviours over time, your 'plastic' brain will reshape itself to accommodate them. Like a well-worn route through the jungle, the new behaviours you choose will realign to form a different 'go-to' pathway.

Your brain's untapped potential is huge, and this means that your own potential is almost limitless. **With Functional Fluency you can tap into that potential and thrive in life!**

9. Ineffective 'Purple pitfalls'

Behaviour becomes ineffective when it is not beneficial for ourselves or for others, does not help us achieve our objectives, or actually harms us. This usually happens when we are influenced by patterns formed early in life.

Due to the effect of past experiences, or behaviours that we have learned at an early age, or have adopted from parental figures - of which we are usually not aware - we react automatically and lapse into repeating ineffective behaviours, directed by our subconscious.

If we are not guided towards effective conscious behaviours by using Accounting Mode (and the CEO part of our brain), which connects us to our current situation, these learned patterns can often be quite destructive.

Ineffective 'Purple pitfalls'

In the Functional Fluency model we identify ineffective behaviours or 'purple pitfalls' as Dominating, Marshmallowing, Compliant/Resistant and Immature modes.

Dominating and Marshmallowing Modes

Dominating and Marshmallowing are negative clusters of behaviour. Dominating is the term for destructive Control, which dis-empowers through coercion and by focusing on the negative. Marshmallowing is a new term for the hidden harmfulness of 'negative care', which gives too much attention or does too much for people while lacking clear boundaries or expectations.

Dominating Mode

You believe that you are right, adopt a hostile attitude, demand obedience from others, point out mistakes and look for flaws in order to correct situations or people, because you know best. You force others to comply through warnings, threats and sometimes even punishment, perhaps to teach them a lesson. Some may go along, but may also resist or rebel. It is also possible to behave in a dominating way towards yourself. It undermines self-esteem with the underlying message: "You are not good enough".

Using Dominating Mode behaviour we focus on the negative, make threats, blame and criticise, judge and put people down.

Old Patterns

Take a look at the following examples. What old patterns of behaviour are being repeated here?

- Whenever there is a conflict at work, Sean disappears into his cubicle, puts on his earphones and hides behind his screen, pretending that he is working.
- When Don, CEO of a large Forbes 500 company, cannot get his management team to agree to his proposition, he storms out of the meeting and slams the door behind him.
- When Stacy, a member of Natascha's team does not meet her standards, Natascha gets irate and waits for her to make a mistake so she can justify that Stacy is unfit for the job.

Ineffective 'Purple pitfalls'

Marshmallowing Mode

You overwhelm others with help, attention, and material goods, even though this is unlikely to help them in the longer term. Recipients will end up upset and angry rather than grateful. This will lead to confusion, disappointment, anger and resentment on both sides. You do not realise that this kind of help is harmful, and that a lack of clear boundaries and expectations is detrimental to the well-being and development of others. It is also possible to behave in a marshmallowing way towards yourself. The message is: "You are inadequate".

Using Marshmallowing Mode behaviour we mistake 'wants' for 'needs', help too much, do not take care of ourselves and fail to set proper limits.

Compliant/Resistant and Immature Modes

Compliant/Resistant mode is learned in response to earlier environmental, especially social demands and includes a wide range of counterproductive social behaviors. The Immature mode is behaviour that is free-flowing and uncensored. Adults in this mode show unrestrained self-expression inappropriate to their current age and context.

Compliant/Resistant Mode

Anxiety lies at the heart of Compliant/Resistant Mode. In Compliant Mode, you adapt excessively, make concessions, and try to please others. You often feel nervous about doing new things and may be afraid of making mistakes.

Using Resistant Mode, your behaviour may vary between mild obstinacy and outright aggressive rebellion. Sometimes, you may even switch between Compliant and Resistant Mode, depending on the situation.

When using Compliant/Resistant Mode behaviour we refuse to meet requirements, antagonise others, worry too much, try to keep everyone happy and become overly apologetic.

Immature Mode

You do not think or act like an adult, and leave it to others to take precautions, complete tasks, and tidy up, except when it concerns a task you like or are specifically told to do. You do not like sharing or having to skip your turn. You often have trouble seeing the effect your behaviour has on others, and what the consequences may be of your lack of care or self-esteem. At times, your emotional expression is unrestrained and disproportional, given the circumstances.

Using Immature Mode behaviour we do not consider consequences, remain self-centred, act impulsively and childishly, seek revenge and resist sharing.

Accounting is absent from this set of Modes as knee jerk reactions don't leave time for it.

Remember that **reactions** invite **reactions**, creating a negative downwards spiral of ineffective behaviour.

10. Communication matters

Developing new behaviour

The Functional Fluency Model serves a distinct purpose, which is to develop our behaviour in such a way that 'I and others benefit'. But by merely knowing the model you will not accomplish behavioural change and will need to perform conscious, repeated practice, using the Functional Fluency model, to help you choose how to respond more and react less.

Celebrate the times when you:

- Guide and direct people so they learn and succeed
- Look after and care for people so they grow and flourish
- Relate to others to build rapport and mutual trust
- Express your own self in your unique creative way with a good outcome.

Think of occasions when you have already been functionally fluent in order to repeat this effective behaviour.

For instance:

- How might you use Structuring again?
- In what ways can you look after and care for yourself?
- How do you work things out with others in a 'give and take' way?
- When are you willing to express what you think and feel?

Next, consider some challenging life situations. Using Accounting mode, think what might trigger you into using an ineffective mode of behaviour. Be alert to when this could happen. Pause, think and choose a good way to respond instead of react.



11. Some situations happen to everyone

For each of the following scenarios, refer to the chapter on Golden Behaviours to find examples of ways to use the modes in question.

- When you are the one in charge and you need to act with authority: Try using **Structuring and Nurturing mode** behaviours so that everyone benefits and you feel confident doing it...
- When you have to decide how to deal with a tricky situation: Using **Accounting Mode** behaviours helps you to keep an open mind and avoid jumping to conclusions. Misunderstandings are then less likely to happen. You can relax more with people and go with the flow...
- When you need to join in with a new group of people: Use **Cooperative and Spontaneous Mode** behaviours so you get along well and can do great things together...



You will find you can convert stress and frustration into efficacy and satisfaction and turn 'surviving' into 'thriving'. **Keep practising positive mode behaviours and notice the benefits they bring to yourself and others.** Like learning anything new, it will gradually get easier and feel more intuitive.

The Temple Index of Functional Fluency - TIFF®

The Functional Fluency model of human social behaviour was developed during the 1990s as part of British educator Dr. Susannah Temple's work in adult, parent and teacher education in a variety of contexts and countries. Functional Fluency grew out of transactional analysis and ego state theory to provide an updated, conceptually balanced and research-based model for promoting emotional literacy.

This was validated as the basis of the personal development tool, the Temple Index of Functional Fluency (TIFF®). Susannah's PhD research, completed in 2002, was awarded a European Association of Transactional Analysis (EATA) silver medal in July 2003 and the Eric Berne Memorial award from the International Transactional Analysis Association in 2014.

Since then, it has expanded into a world-wide network. The Functional Fluency (TIFF®) tool provides individuals, teams and organisations insight into how to effectively use energy in a way that behaviour is beneficial to self and others and that goals that truly matter are achieved.

TIFF® is used in personal and professional development by leaders, managers, consultants, coaches, counsellors, mentors, teachers and psychotherapists to raise morale, develop emotional literacy and empower behavioural change. Functional Fluency is becoming recognised as a potent way for people to take charge of their own lives and build positive and enabling relationships in both professional and private contexts.

The Functional Fluency model helps you establish behaviour that fits your culture, your organisation, your team, your personal life and your needs, taking into account what is beneficial for yourself, others and the planet. Become the best version of yourself, build high-performance teams and make the world a better place using Functional Fluency - and **thrive at life!**



To find out more visit:
www.functionalfluency.com

Functional Fluency is about becoming more aware of your own behaviour and that of others, taking responsibility for your own actions, finding alternative routes towards your goals, using your energy more effectively and making behavioural choices that will help you to ...

Thrive at Life!



To find out more visit:
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