

Elena Samsonova

THE NEW TECHNOLOGY  
OF MANAGING  
**YOUR LIFE**

Change your life for the better



## WHAT IS THIS BOOK ABOUT.

*What are books by Sigmund Freud, Eric Berne, Frederick Perls, Carl Jung, etc., about?*

*These books are about us, people. About what we have inside of us and about what we should do to stop suffering and become happy and successful.*

*But if these classical books on psychology can be of such great use then why so few of us manage to read them? Why don't we apply the ideas in our everyday life? Probably it happens so because the texts are too complicated, they are written in a difficult language and do not contain any clear instructions of how to use the knowledge in practice. And also because the modern person, especially a young one, prefers using contemporary "gadgets" here and now instead of studying semiconductor physics, chemistry, electrodynamics and other sciences in order to understand how and why his/her mobile phone works.*

*The book by a talented business-coach, Elena Samsonova, "The New Technology of Managing your Life", is also about people and their lives. However, this book is written for modern people who are used to receiving high-quality information, quickly analyzing it, making decisions and acting immediately.*

*This book is based on the original theory of roles suggested by the author. Using the notion of a "role" (a dynamic informational system) and the notion of a "personality" (a dynamic role system) the author*

*explains in simple terms the reasons of any person's psychological problems and suggests simple solutions which can be of great use in everyday life.*

*After reading this book you will be able to understand and solve most of the problems in personal life independently without consulting any specialists. The book contains a number of examples taken from real life which illustrate every theoretical statement and help to understand the technologies.*

*This book could be called "Human. Technical characteristics and user guide".*

### **WHO IS THIS BOOK FOR?**

*The book will be interesting for:*

*- all those who want to find effective means of managing their lives in various situations and circumstances;*

*- young psychologists and coaches who would like to gain a competitive advantage on the market of psychological and business coaching by applying new effective technologies;*

*- business people and entrepreneurs who want to understand the system of human relations and become more effective in management, negotiations, career building, etc.;*

*And besides there is a lot of information in this book on personal growth and on how to become the person who is able to reach all the goals.*

## *SPECIAL FEATURES OF THIS BOOK.*

*In order to use the technologies described in this book extensive knowledge of psychology and other sciences is not necessary. If you have a problem, a question which you would like to solve... you just take the corresponding technology from the book and start immediately changing your life.*

*The theory is understandable, the technologies are very simple; it's easy to perceive and apply them.*

*The author of the book has almost twenty years of practice in management consulting, business coaching, NLP training and life-management training.*

*In the first (paper) edition of the book it was called "Roles people play. Play your life by your own rules" ("Piter" publishing house, 2013).*

# Elena Samsonova

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## **Introduction**

Have you ever been in situations which (in several minutes, the next morning, in some time, etc.) make you feel embarrassed (agreeably surprised)? I think you have. I suppose, in these moments of understanding you were saying to yourself something

like this:

**Variant 1.**

— How could I behave like that? How could I break down? Why did I shout at him (her, the parent, the child, the friend, the neighbor, the sales assistant, that person, etc.)? What has come upon me? Am I too emotional or is something wrong with me?

**Variant 2.**

— What happened? Why didn't I tell him/her that...? Why did I keep silent? Why did I bleat out? I should have said that! But I didn't... And now this ship has sailed!

**Variant 3.**

— I've been in great form today! Well done! I wish I could be in this state more often! Then I would be able to move mountains!

I could also suppose that such inner monologues take place only after everything has happened. But at that very moment it seems to you... No! You are absolutely sure that here and now you behave in the right way. There is no other way to act! And you have the right to behave like that! Or... that you can't, you are unable to behave in a different way.

What happens to you? Why do you behave and feel differently in different situations and/or with different people? Why are you so inconsistent and nonpersistent? Why can't you hold yourself together? Maybe you don't know what you want



from people, life and yourself? Maybe you can't control yourself?

Maybe it is time to visit a psychologist? Or read good books, attend a training, speak to clever and wise people? Is it the right time for making your inner space more harmonious and balanced, find your integral self and stop suffering contradicting thoughts and evaluations?.. Probably it is. However...

Everything that happens to you can get a new angle on. You can look at it from the point of view of the **theory of roles** . You have to do it in order to understand that you are absolutely normal and sane and quite able to control all that chaos.

Here and further by the term «the theory of roles» I mean all the theoretic information which you can learn from this book. My theory of roles becomes intertwined with the classical theory of roles by G. Mead, the theory of subpersonality by Roberto Assagioli, the theory of transactional analysis by Eric Berne and the self-concept by Steve Andreas only in some terms and definitions. Everything else is the **author's compilation** of ideas, theories and views based on many years' consulting experience and «seasoned» with common sense. The compilation is quite functional and in many respects surprising, that's why I decided to call it the **Theory of Roles by Elena Samsonova** . Why not? Let it be!

# Part I. The theory of roles

## Chapter 1. Who are you?

So, my dear reader, let us begin. And we'll begin by asking the question: «Who are you?»

Just now, in the very first line, I called you a **Reader** . From my point of view you are playing the role of a reader right now. You can do the following:

— assume this role for the time you are *reading* this book;

— refuse to assume this role and close the book after finishing this line;

— call yourself a different name (for example, a **Specialist** or a **Colleague** ) and go on reading.

What do you need to stay in the role of a **Reader** further on? I suppose, it is the following:

— the *theme* of the book is *of interest* to you;

— the material in the book is put so as to be *understood by you* ;

— you have *time* and *ability* to continue reading.

And what if any of these conditions is not met? Then, most probably, you will *not support the role of a Reader anymore and assume any other role* . You will do something which is more interesting or important to you at this very moment. You may become:

— a **Shopper** , taking this book from the shelf

and coming up to the cashier desk (if you are in a book store);

— a **Passenger** or a **Driver** , if you are leaving the store and getting on a vehicle;

— a **Parent** , if at this very moment your child is plucking you by your sleeve into a toy department;

— a **Friend** , if you hear your phone ringing, you pick it up and hear your friend's voice and so on...

In this case your *transition into another role* will be *immediate and unconscious* . You don't think like: «Ah, Mike is calling! Now I will stop being a **Reader** and become a **Friend** », do you? You change your role *automatically where the context requires* . The more familiar the situation is, the quicker you will «switch off» (get out of one role and into another).

Certainly, this transition can be conscious. If you are an actor, a negotiator or a creative communicator you choose roles intuitively and consciously every moment of your life. *Later I'm going to tell you how to control your roles.*

And now I would like to give you a vivid example of how people change roles in everyday life.

### **Scene one**

It's Friday afternoon. You are sitting at a table in a small restaurant with your business partner. You are going to have lunch and discuss all current controversial issues in informal circumstances.

*Who are you now?*

Now you are either a ***Businessman/Businesswoman*** or an ***Entrepreneur***, or a ***Representative of a company***. Now you are an ***Official person***.

*What are you doing?*

You are keeping your backbone straight. You are smiling pleasantly and saying something like: «Mr. Johnson, last time your company transferred a payment to our company with a 20 days' delay. You should understand that for us it is an unattainable luxury to grant you credit for almost a month. Can we arrange it so that you transfer the payments exactly in time?»

### **Scene two**

You have barely finished this phrase — your telephone is ringing. No, it's not your phone — it's your child crying out loudly: «Daddy (Mommy)! Pick up the phone!» The context changes.

*What are you now and what are you doing?*

You have two variants.

The first one. You are still an ***Official person*** and, turning your phone off, you go on: «I would like to hear your opinion on the subject!»

The second one. You abruptly change your role and become a ***Parent*** (or a ***Loving parent***, a ***Crazy parent***, etc.) and smiling politely («Ah, sorry, my child is calling...») you begin your cooing: «Yes, my sweetie! How was school today? Have you had your

lunch?»

### **Scene three**

The conversation with your child is over. What's next?

*What have you become and what are you doing?*

You turn to your partner and again start speaking in an «official» voice: «Excuse me, Mr. Johnson, where did we stop? Oh yes!.. We were discussing payments...» And again you have become an **Official person** .

### **Scene four**

The waiter brings your dessert and — Oh my God! — you see a long hair in the plate.

What are you now and what are you doing?

— Waiter! Waiter! — you are shouting loudly. - Call the administrator!

You are indignantly calling for attention, demanding a new dish and a compensation for moral damage. You behave so because you've been served badly, you are a **Cheated client**.

### **Scene five**

And suddenly everything changes. A classmate of yours is coming up to you with a broad smile. You haven't seen each other for ages!

— Hey, buddy! — he bursts out. - I've been wondering who's shouting out so loudly! So that's you! I'm so glad to meet you!

— Oh my God! Billy! Fancy meeting you!

Haven't you left the city long ago? I thought I'd never see you again!

*What have you become and what are you doing now?*

You have already forgotten about the waiter and the sinister dessert. You are hugging the old friend of yours. Your eyes are shining brightly. Your voice is ringing. You've even forgotten about your business partner. Etiquette and ceremonies have become unimportant. Everything that mattered a minute ago has faded into insignificance and has become uninteresting.

You have changed your role for the role of a **Friend (Buddy, Classmate)**. Your world has changed! In the last half an hour you changed your roles four times (leave alone the pass-through roles of a **Watcher** , a **Restaurant visitor** etc.). *You have passed into another role .*

And now let's get back to the most important question in this book.

***Who are YOU?***

*The person who always changes his (her) roles?*

*or*

*The person you are this very moment in this very situation?*

*Do you exist outside your roles or ARE you the roles?*

I hope that together we'll find answers to these questions. And now I'll take my chance and introduce

the first thesis.

***Thesis 1.*** *A person plays a role every moment of his/her life.*

**When we are in social environment we always take up one of our roles** that suits the situation. You can easily observe that: just notice how you behave over a certain period of time.

We «enter» into a family role (father, mother, son, daughter, brother, nephew, godfather) when we are surrounded by our family members, by our nearest and dearest. At work we become bosses, colleagues, managers, carpenters, accountants, salesmen, cofounders, business partners, etc.

We have a whole bunch of roles for different kinds of activities: leisure time, sports, communicating with friends, shopping, and we don't even realize that, we don't give these roles any names. For example, at the jeweler's you feel and act differently than at the grocer's. At a large stadium while watching your favorite game or at a romantic date in a cozy restaurant with your beloved person you behave differently.

**In each of these situations you are in a different role.**

Even when you are alone, thinking something over, — at that very moment you are in a role. If you're thinking about how to write a quarterly report, — you are in the role of an ***Employee***, — no matter what you are doing at this very moment. You are trying to decide

what to cook for dinner? Even if you are sitting at an office table, — you are in the role of a **Housewife** or a **Bachelor** , or the role of any other person who is supposed to cook dinner.

Supposing you are alone on a desert island? All the roles you've got used to have lost their sense. All the same you think over a role for yourself and «plunge» into it. For example, it is the role of a «**Robinson Crusoe** », or a «**Lucky Survivor** », or a «**Victim of Circumstances** ». The role that you choose will substantially influence your prospects of rescue. In any of these roles you will feel different, take the situation differently and behave in a different manner.

How do people change roles?

**Thesis 2.** *A special context is required for a person to change a role — this special situation actualizes the role. Such situations are called «actualizing situations».*

In the above-mentioned examples actualizing situations are the following ones: the meeting with a business partner, the phone call, annoyance when getting the dessert and the unexpected encounter of a classmate. Each of these situations «launched» a certain role.

In the forthcoming chapter I will describe actualizing situations in detail. And now I would like to draw your attention to the following:

**Thesis 3.** *A person can change his/her role:*



— *automatically, unconsciously, by force of habit, without thinking about the process and choice (for familiar and frequently used roles);*

— *consciously, voluntarily, if the person is acquainted with role management;*

— *because of role manipulation, i.e. when other people consciously or unconsciously create the context which actualizes a specific role..*

Read the story above once again and note:

***Thesis 4.*** *Transition into another role is accompanied by changes in:*

— *psychological and physiological condition;*

— *perception of reality and oneself;*

— *behavioral patterns and actions.*

This is *characteristic of living in roles* . When a role is changed for another one it always results in changes in the above mentioned parameters. The more the roles differ the sharper the contrast between the two states is.

*In such situation we can often hear: «He is like a new man», «Today she is a completely different person than she was yesterday», «How could you do that? I would never expect that from you!» «This is not like you at all!» and so on.*

Now we have studied all the facets of the above-mentioned example. Let's pass over to the next subject.

## Chapter 2. What is a role?

We use the notion of a «role» so often that we don't even think about its meaning, about the process of changing roles and about how we live and act when we are in a certain role.

Have you ever noticed that it's enough to only pronounce the name of any role that a person is ready to enter this role?

— I am your **mother** . You are my **son** . That's why you must obey me!

— Dmitry, you are an **experienced manager** . How could you permit that?

— Don't crowd, **folks** ! Each one will get the chance!

— I am a **grown-up** person! I can make my own decisions!

In all these phrases you see the names of different roles (**Experienced Manager, Grown-up** ) or pairs of interacting roles (**Mother/Son** ). And each phrase implies that a person *is expected to* behave this or that way: he/she has certain rights and obligations associated with his/her role.

Now we can already specify the parameters that define a role:

1. **Name** (marker) of a role.
2. Rights and obligations associated with the role (**Rules** of a role).

3. Behavioral patterns and actions associated with the role (**Scenario** of a role).

There is a variety of *scientific definitions of a «role»* . Most often the following one is used:

*A **ROLE** is a stereotyped behavioral pattern predetermined by the social position of a person in the public and personal relationship system. A role is determined by: 1) its name; 2) the individual's social status; 3) the function performed in the social relationship system; 4) expectations of other people.*

This is a scientific definition but it's a bit too complicated for understanding and practical application in real situations.

Let us make our own definition or several definitions of a *role* based on our common sense and experience (yours and mine)! This will definitely help to make most complicated things simpler and find solutions for most of our problems.

**We'll begin with the question: what happens to us when we change one role for another?**

Does our appearance change? Certainly, not!

Do we change inside? Most probably, we do. We have different feelings, our emotional state changes. We begin thinking and acting differently (see Thesis 4).

**DEFINITION 1.**

*A **ROLE** is something that changes our way of thinking, behavior and emotional state when the context changes.*

By the way, in the previous chapter I promised to tell you about actualizing situations. Now it is the right time for that.

*So a qualitative change in the situation or an **actualizing situation** implies one of the following conditions:*

*1. **Changing of a name of a role** (at your will or at any other person's will).*

*— You are a **man** . Men don't cry!*

*— After all I am your **wife** ! And you must take care of me.*

*— If you are an **honest man** you must vote for...!*

*2. **Changing of subjective environment and/or surroundings.***

*1) When you get home you are no more an **Employee** or a **Colleague**, — you are a **Family member** ( a **Loving parent**, a **Child**, a **Relative**, a **Spouse** , etc.)*

*2) In a situation when you are supposed to behave in accordance with certain rules you change your behavior (at the customs, at a detention facility, at the hospital, in a church etc.)*

*3. **Changing of physical or psychological condition** .*

*1) Disease which prevents a person from leading an active life.*

*2) Depression, grief, fear, etc.*

*All these events can trigger a person's transition from one role into another. An actualizing situation is necessary for **role transformation** .*

*What else changes after a role transition?*

*All these events can trigger a person's transition from one role into another. An actualizing situation is necessary for **role transformation**.*

*What else changes after a role transition?*

***Thesis 5.** When a person transits from one role into another **his/her self perception** and, probably, **self-esteem** changes as well.*

A very confident **Sportsman** , a **Tough guy** may easily get embarrassed at the strict gaze of a girl which he likes very much. A self-assured **Housewife/Young mother** can feel very unconfident as a **Young specialist on probation** . High self-esteem of a **Scientist/Big head of science** can differ greatly from the self concept of an **Elderly man with health concerns** .

***Thesis 6.** When a person transits from one role into another there is a change in his/her **internal representation of the world (personal model of reality)**.*

For example, a **Successful Businessman** sees the reality as quite «friendly» and «comfortable». He feels he is a **Child of Fortune, Lucky Thing** . Suddenly, after some troublesome negotiations or a plentiful table he feels cardiac pain, — his concept of

the world immediately changes. Now he is a *Helpless patient* fearing for himself and his life. He forgets that he was a «*Lucky thing* » some time ago and what's more he doesn't trust the reality anymore.

Now we can make up a broader definition of a role.

**DEFINITION 2.**

*A ROLE is the system of a person's inner representations of him/herself (role self-conception<sup>1</sup>) and the surrounding reality (world conception) at a given moment of time (period of time) and in the given circumstances.*

Once again I would like to draw your attention to the fact that one and the same person has *different concepts of him/herself and the world* at different moments of time and in different circumstances. **It is very important to understand that!**

In other words,

**Thesis 7.** *A person being in one role differs from the same person being in the other role.*

As we've already discussed in Chapter 1, the phrase «*He is like a new man!*» is absolutely justified

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<sup>1</sup> Conception (Lat. *conceptio* — understanding, common idea, key notion) — system of views reflecting a certain representation («point of view»), understanding, interpretation of certain matters, phenomena, processes.

from the point of view of the role personality structure theory. If yesterday you were partying hard at your friends' house, «having a blowout», and today you are kicking yourself for that and can't believe you behaved like that, you should understand that you can be different persons at different moments of time. Yesterday you were a *Happy-go-lucky fellow* , today you are a *Serious adult* . And the *Adult* criticizes the «*Ugly drunk* ». If you want you can correct your role. If you can't — accept what you have. You can be different and that's normal.

### **Chapter 3. Computer metaphor of a role**

*A ROLE is similar to a computer program : it is «stored» in a person's memory and is activated by a person's «biological computer» when certain events occur.*

The activated role program guides the person's way of thinking and behavior while the person is «controlled» by this program.

When other conditions occur another role program is «launched» and it starts to control the person's mind. *Theoretically* the program which was previously active should be deactivated.

All role programs are self-developing and they transform in accordance with new information and experience. Thus, roles evolve in the course of time.

**Thesis 8.** *Roles change and make the person change his/her behavior in the course of time and at new circumstances. This can be called «the process of role development».*

All role programs have a **unified informational base** which constantly changes: it is being updated with new elements in the course of a person's life. That is, *any information, verbal and non-verbal, acquired by the person, is «accessible» to all of his/her role programs.*

This allows the person who is guided by different programs to stay in the unified informational flow and remain adequate towards him/herself and other people. It is **part of the system of personal integrity** .

**Actualizing situation** for role X launches the following process:

— checking transition conditions (checking the situation for compliance with conditions (from the database) for transition into role X);

— choosing between two actions: to transit or not into a new role (the choice can be made automatically or consciously);

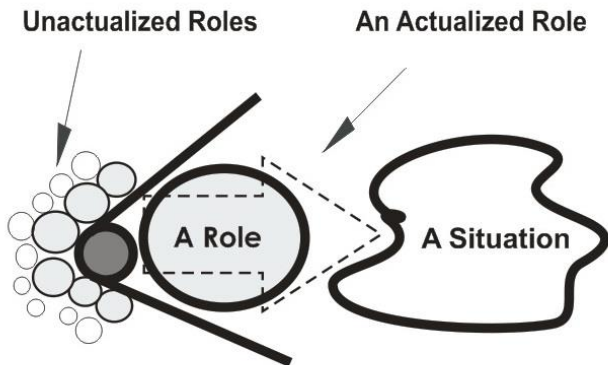
— when transition happens the previous role (role program) is deactivated (closed) and the chosen role program X is activated.

— as a result the person's way of thinking, behavior and state change and the person starts acting according to program X.



**Thesis 9.** A role is a special **filter** defining which internal and external information will be available for a person when he/she is in a role.

**Thesis 10.** **Relying on the current role** (conception) a person interacts with other people, with him/herself, and also chooses behavioral patterns that will suit the context.



**Fig. 1**

If the chosen role fits the situation the person's actions lead to successful achievement of a goal (Fig. 1).

If the role is inadequate or if there is no suitable role in the person's role system then achieving the goal becomes a hard task.

## Chapter 4. Key definition of a role

The next definition of this notion belongs to the author; it was born in the process of writing this book. This definition is very important for our discussion, — that is why this whole chapter (though the smallest one) is devoted to it.

### ***THE AUTHOR'S DEFINITION ©***

*A **ROLE** is a dynamic informational system meant for providing a person's activity in certain life conditions and contexts.*

Here:

— **System** ( Greek, σύστημα — a whole made of parts; a compound) — a set of elements interdependent and **interrelated with each other** which constitute an **integrated whole** , a unity.

— **Information system** is a set of elements which are not material objects but different kinds of data (information), which interact and transform when the system functions in order to achieve the desired goal.

— **Responsiveness** means that the system is **able to change in the course of time** while new information and life experience is gained, etc. All the system elements interact and influence each other. New informational links are created. If one part of the system changes other parts change as well.

As you will see further, the definition of a «role»

based on the definition of a «system» will help us to explain many problematic situations and find solutions for multiple seemingly complicated problems.

## **Chapter 5. Elements of the theory of systems for «neophytes»**

### **Elements of the theory of systems for «neophytes»**

My definition of a «role» (and also my definition of «personality» which I will provide later) is based on the definition of a «**system** ». A role is an information *system* , personality is a role *system* . As I have already said, this is one of the most important concepts in this book!

#### **So what is a «system»?**

Have you got a mobile phone? Most probably you do — and maybe even several ones! And most probably you have got not just a simple telephone but a smartphone, a tablet and other mobile devices.

What is going to happen if you take the battery out of the device and put it away? What if you insert the battery into the device in the wrong way? «The phone will stop working», you say and you are right. The parts of the device are not damaged but they are not connected properly and the phone can't provide connection anymore.

The example above brings us to the conclusion

that a telephone can be called a «telephone» only if its parts are properly put together.

### **DEFINITION**

***A SYSTEM is an integral whole which exists and functions owing to interconnection between its components.***

*That is, the components of the system are connected with each other and operate as a unified whole.*

A telephone is a system. Only in case the telephone is properly assembled it allows its owner to communicate with other people and to exchange information. If we remove any important part or replace it with a nonstandard part, or change the order in which the parts are connected, the device becomes just a piece of iron and plastic. It can't fulfill its functions anymore.

### **Theses**

***— A system possesses particular system properties which its elements/components don't possess.***

***— It's impossible to explain and predict the properties of an integrated system by analyzing and breaking it into pieces. The only way to find and develop these properties is to make the system operate as a whole.***

The *system property* of a telephone, its *key function*, is to provide the owner with a means of communication. Every part of the device contributes to

making this process possible. However, parts can't perform this function. It's impossible to understand how the telephone works only by studying every part separately.

### ***Theses***

— *Each system component is significant and contributes to realization of the main function of this system.*

— ***When the existing components are removed or new components are added the system changes.***

— *The links between the system components are called system links. **The operation of the system is governed by the system links structure** . If the structure and links are changed, — the way of operation also changes.*

I described an inorganic *artificial* system (telephone) in my example. But if we take any living *natural* organic system for an example we'll observe the same properties and characteristics.

For instance, any living creature on our planet, including human beings, can be called a «living system consisting of different organs». If we remove any organ which is of vital importance the system ceases to exist, the living creature dies. Life as a system property disappears.

Let us take a bigger system — ecological system of a country or of our planet. This system connects all the living beings and the habitat conditions. It's not as

easy to observe the properties of this system, but it's quite possible. For that we need to set up an experiment.

Last century the Chinese unknowingly set up a massive experiment which showed that a country's ecosystem possesses all the properties of a common system. I found the description of this event on the Internet.

In 1958–1959 a large-scale anti-vermin campaign (including extermination of sparrows) was carried out in the Communist China. It was organized at the initiative of Mao Zedong as part of the «Great Leap» policy.

In March-April 1958, within only three days, 900 thousand birds were killed in Beijing and Shanghai. By November 1958 1.96 billion sparrows had been exterminated. In Beijing and coastal provinces, where sparrows were killed with redoubled zeal, all other small birds were also extirpated.

In a year after the campaign the harvest was really much more bountiful but at the same time armyworms and grasshoppers thrived. In the following years the harvests were poor, famine came on as a result of which 10 to 30 million people died (information from different sources). Later on the campaign was considered to be a mistake and in order to regenerate the population of sparrows they had to buy and import the birds from Canada and the USSR.

At the beginning of the XXI century a massive sparrow protection campaign was started.

This is one of the most vivid examples of how we can influence the ecosystem. Removing one of the elements without studying how it is connected with the other elements can lead to a disaster and transformation of the whole system.

***Thesis.*** *All systems:*

— *have system properties;*

— *are governed by the same laws;*

— *we can study, explain and predict their «behavior» basing on the theory of systems and using the system analysis means.*

I would like to note that this book isn't a scientific work in the truest sense of the word. It can be called a popular science book. Therefore, may my colleagues forgive me, in this book I am using significant concepts of system analysis in a very simple sense, yet without distorting the truth.

## **Chapter 6. Structure of a role and variants of its information content**

If we bring together everything we have learnt about roles in the previous chapters, we can use the following thesis to describe the structure of a role:

***Thesis 11.*** © *Information system «role» consists of the following elements:*

1. **Name** of the role (marker).
2. **Intended purpose** of the role (aim, mission).
3. **Rules** of the role (beliefs, faiths and values defining what is permitted and what is not, what is right and what is wrong within the frame of this role).
4. **Scenarios** of a role: behavior, set of actions, response patterns, etc.
5. **Qualitative parameters** (characteristics) of the role (quantity and intensity of actions performed when being in the role, time of being in the role, etc.)
6. Information about the «**launching tools** » (conditions and situations which actualize transition of a person into the given role).

This is purely a theoretical construction. But this description means that we have a means of practical analysis of various situations and can study roles, use and transform them deliberately or even create new roles necessary for achieving new goals. We'll discuss that in detail in Part IV.

In this chapter I would like to show you how a person's behavior depends on the information content of a role.

Let's take the role of a Father as an example and see what happens when this role has different information content.



Variants of information content	Variant 1	Variant 2
Name of a role	<i>Father</i>	<i>Father</i>
Purpose	Conceive a child - better a son (for extending the family)	Conceive a child, take care of him/her and bring him/her up
Rules	The father must provide for the family. Everything else, including the children, is the woman's responsibility. The children must render obedience and honor the father. The father's word is the law and it's not in debate.	The father is not only the head of the family but a friend to his children. He is obliged to bring them up and spend his free time with them. Both the spouses must take care of the children until the children become independent. Children is <i>the most important thing</i> for any person.
Scenarios	The father works hard from morning till night. In the evening he comes home. He has a supper. He watches TV. He has the right to bawl out any family member who disturbs him. He has the right to ask anyone about how his/her things go and that person must answer quickly and distinctly. The father has the right to punish children anytime he wants in educational purposes.	The father works hard every day. He brings money and gives part of it to his wife (mother of his children) for family and household needs. He plays with his children, reads them fairy-tales. He helps them to do homework, walks with them, plays sports. He talks with them and gives advice how to behave in this or that situation. He kisses and hugs his children, brings them to bed, calms them when they are scared.
Characteristics (qualitative performance parameters)	The man performs the role of a <i>Father</i> from time to time, when circumstances require. The need to transit into this role annoys him.	The man performs the role of a <i>Father</i> consciously, several hours each day. He enjoys his role.
Launching tools	Transition into the role of a <i>Father</i> takes place when there is a problematic situation related to the children, when the man has to adopt a decision.	Transition into the role of a <i>Father</i> takes place when the man meets his children or thinks about them.

One and the same role. One and the same name. However, different informational content makes the two persons behave completely differently when they are in the same role.

**Thesis 12.** *Internal information content defines the person's behavior in reality.*

Let's go further. Imagine the situation. It's evening, the man in the role of a caring **Father** (the second variant) is playing with his children. Suddenly the phone rings. It's one of his colleagues. The father is a qualified **Surgeon** and a patient urgently needs his emergency medical services at the hospital. What happens next? The man changes his behavior and in several minutes he leaves home and drives to the place

where he is required to behave as a professional. One role has been replaced by the other role.

Name of a role	<i>Surgeon</i>
Purpose	Save people's lives by carrying out operations
Rules	A surgeon is <i>always</i> obliged to help a sick person. A surgeon must save lives <i>at any cost</i> . There is nothing as important as a human's life
Scenarios	Make diagnoses. Cure people. Help them. Operate. Observe the patient's condition. Give recommendations to help the person to recover. Study, improve qualification
Performance characteristics	To be ready to struggle with death day and night
Launching tools	Any request for help. An emergency call. A situation when a patient needs professional medical health.

**Now a new information system governs the person's mentality and actions.**

*Question: «Why did the man transit into the role of a **Surgeon** and didn't stay in the role of a **Loving father** ?» I'm not pressing you for an answer. It's not so simple.*

*Someone says: «It's more important to save a life than to play with kids». Someone thinks: «It's his job. He gets means of living by doing his job. If he doesn't go he will be fired». Someone will say: «He shouldn't have done that. The operation could be performed by another surgeon. Is there anything more important than the family and the dearest people?»*

**Thesis 13** . Any person makes the **choice** on the basis of his/her **hierarchy of values** .

**A value** is something that is **important** . Values are «recorded» in the informational structure of a role as «rules».

To put it simply,

***Thesis 14.** Every time when the context requires a person to make a choice analysis of the information recorded in the role structure («Rules») is carried out by the criterion «What is more important now?». Then the decision is made in favor of the role related to the values which are more important at this very moment.*

If in the previous example the children had been too small and there had been no one to give an eye to them, or if they had been in danger, then most probably there would have been no transition into the role of a **Surgeon** . Comparing the values «*life and safety of my children* » and «*saving the life of an unknown person* » would have led to denial of the **Surgeon** role in favor of the **Parent** role. In the given example the children were safe and their mother could take care of them when the father was out, — so the «saving of a person's life» value was more important than the «playing with kids» value.

***Thesis 15.** If the rules of one role contradict the rules of the other role then the person gets an intrapersonal conflict. The selection mechanism doesn't work and the person doesn't know what to do.*

For instance, the rules of the **Doctor** role suggest that the doctor must come to a person's aid at

any time and circumstances (the Hippocratic Oath). The rules of the role ***Emergency doctor of a private clinic*** suggest that a person can't get medical help if he has no insurance certificate. You should see the face of a doctor who is expected to save people's lives but has to refuse the person who has no insurance certificate at this clinic!

**And one more idea** which I would like to discuss.

***Thesis 16*** . *If a person gets into a situation for which he/she doesn't have a role or the role is not quite developed the person gets completely at a loss («has brain freeze»).* ***Actions and reactions*** are associated with a specific role. And the person doesn't have a suitable one.

That is why when people get into completely unfamiliar situations very often they are totally overwhelmed, they don't know what to do. They have no programs associated with certain roles.

An ordinary story. A family crisis. One of the partners has had an affair on the side. The second partner has never been in the role of a ***Betrayed partner*** . What do they do? Anything at all! They kick up a fuss, fight with each other, behave aggressively and blame each other, keep their partner under observancy, get hysterical, leave the home, commit suicide, try to revenge. Or they pretend that nothing has happened, suffer inside and proceed to psychosomatic disorders.

They are unprepared for this role. Each of them thought that marriage is a thing that will last forever. He/she has never tried the role of a «*Love-rat* » or a «*Cuckold* » on. Therefore they have no reactions and actions associated with these roles.

*Note.* The «*What to do?*» question has been and remains the most important question for a human being.

A couple of life stories.

**Story 1** . November. Egypt. A 5-star hotel at the Red Sea coast. Heat. Blue sea, blue skies. Yellow sand and islands in the distance. Beautiful green palms and bright flowers. Lounge chairs and colorful parasols. Multilinguism and diversity of vacationers. Laughter and music. In the middle of all that a 50-year old man is sitting with a dull face and holding a mobile phone in his hand. Every 10–15 minutes he dials the number and shouts something like: «Wilson! Have you refilled the storage tanks? Good! Well-well... Ok, I'm having rest!» Then he tries to sunbathe for a while but in five minutes he jumps up again and shouts into his phone: «Peter! How was the meeting? Did you have it? Good! What did you decide?» All the time while I was lying in the sun, swimming in the sea around coral reefs and watching beautiful fishes that man was settling matters over the phone. Why has he come to Egypt at all? He has never had the role of a *Vacationer* and he didn't know how to be a vacationer!

**Story 2.** A young girl came to one of our trainings. A short pleated skirt, elf shoes. No makeup at all, — and that made her face very young. I thought that she is only eighteen and she is one of those «*Good homish girls* ». The second supposition turned out to be true. However, I was mistaken with her age. She was 28. She had grown up in the family of professional interpreters and by the time we got acquainted she knew five languages to perfection and she was studying the sixth one. She worked as an interpreter in a prestigious international fund and was studying for her second degree (in Economics). But she was dating nobody! As I saw later she didn't know at all how to deal and communicate with those «creatures» called «men». When she understood that she didn't have the role of a *Woman* , she did an interesting thing. As a good student she began consciously exploring «those specimen of humanity» and building the role. That was the only case in my work that a person intuitively succeeded in building up a role without knowing the rules of creating roles. When some time later she appeared in our group again our «boys'» jaws dropped and their mouths watered! She was slender, had stylish clothes on, beautiful makeup and a Cleopatra haircut. Clattering her heels that beauty entered the room and gave a glance around. The effect was overwhelming!

## Chapter 7. Who creates role programs

### Who creates role programs

So now we know that

**A ROLE** is a dynamic information system governing a person's activity in certain real-life conditions.

**A ROLE** is similar to a computer program, which is stored in a person's memory and is activated by his biological computer in certain contexts.

Each one of us has many roles, many programs. Being in a certain role we know how to behave. We know the rules of that role, its scenarios, performance criteria and «launching tools». But

*Who and when created these role programs and filled them with information? How do we know what is the right way to «play» the role?*

### **Creation of the world and the standard «role configuration»**

Let us start from the very beginning. Say, from Adam and Eve. This is the beginning of everything. The story of the Creation! And never mind it's only one of the existing versions of creating everything on the Earth. This version quite suits our theme. So...

God worked hard for five days and created the heaven and the earth, divided the light from the

darkness, made the firmament and the waters, the sun and the moon, plants and animals. And so the sixth day came.

*26 And God said, Let us make man in our image (...)*

*27 So God created man in his own image, in the image of God created he him; male and female created he them.*

And at this very moment *our story* of roles begins. Because when the world was created creatures were made as well and they were called «**humans**» («people»). And those are **the first roles** of Adam and Eve.

Each of the created beings could be named in any way. Why a «human» («man»)?

Because in this version the man was called «man» by God, the Creator of everything. God created everything. God named everything. God gave environment for life and communication.

These lines from the Bible tell us not only of creating humans. God created a male and a female. Humans had different organization of body therefore their roles differed. Adam was not just a **Human** but a **Man**, Eve was not just a **Human** but a **Woman**. This distinction makes the two first humans different. Different not only in appearance but also in functions and destination.

Things were moving rapidly! No sooner had the



humans been created than they got their first **primary roles** .

*The roles of a **Human** and a **Man/Woman** are the basic roles («standard configuration»).*

*Basic roles are determined by the body organization of a human being.*

**28 And God blessed them, and God said unto them: Be fruitful, and multiply, and replenish the earth, and subdue it, and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.**

This verse from the Bible tells us about the task which was given to the first people by God. We can say that at that very moment the **Mission** and **Destination** of the primary roles were defined. Thus, *in the Bible:*

— **the Human's mission** — «subdue» the earth and «have dominion» over every living thing;

— **the Man's and the Woman's mission** — to «be fruitful and multiply» and «replenish the earth».

As I have already said, this is the Bible version of creation of the first people and, alongside with that, the first primary basic roles and their information content.

But there is one interesting peculiarity in this version — Adam and Eve were created grown-ups and sapient, they were able to understand God's message (role instructions) in the very first minutes after their creation.

In reality people are not created like that. They are born. And they are born helpless infants. And they don't grasp immediately that they are humans. And it's far from certain that they will become humans. Remember, for example, those Mowgli-kids brought up by animals. They don't consider themselves people but the animals they have been raised by. Such people can't adapt to the humans' way of life or they can do it only partially.

So then who makes humans of us? Who explains to us who we are?

That's social environment. Other people.

## **Roles are the production of social environment**

Well then, a man is born. From the very first moments of his life the social environment endows the person with a number of roles:

— the basic role of a *Human* immediately transforms into the role of an *Infant* or a *Baby* ;

— the basic sex role transforms into two variations, a *Boy* or a *Girl* ;

— the first social roles of a *Son/Daughter* , *Nephew/Niece* , *Grandson/Granddaughter* , etc. are «attached» like «labels».

The newly-born child should (in accordance with his role) eat, poop, sleep and smile. Well, sometimes he may cry. All that makes his parents melt with joy.

Over the years the child learns how to be a **Good boy** or a **Good girl**. The process of learning lasts many years. Some learn it while being teenagers, some — their whole life. This learning process (filling the role program with information) is «promoted» by:

— parents, blood relatives and distant relatives, kindergarteners, teachers, etc., who often prevent the child from exploring some life situations independently and behaving freely, — they punish the child, or praise him/her and give rewards;

— different men and women who create animated cartoons and films for children, write books, record discs with fairy-tales and make TV programs in which they clearly reveal what is «good» and what is «bad».

And then... Then **Children** grow up and become **Adults**. They have their own kids. And everything is repeated. They teach their children what they have learnt themselves. Probably with some variations on the basis of their own life experience and popular development/educational theories. They «propagate» their «informational blocks». This is how intergenerational continuity appears and this is why people say: «like father, like son».

Nearly the same happens when *other human roles* are being «filled» with information. In addition to parents and social environment this is also performed by:

— tutors who teach professional skills