



DEEPENING

THIS BOOKLET IS ONLY THE DEEPENING

I WANT THIS can simply be played as a teasing game without requiring this deepening. You need the other booklet for the rules of the game.

THEN WHY THIS BOOKLET?

We all agree, good communication is one of the most important softskills you need to be successful.

The added value of this deepening is that you can use it perfectly for developing more self-awareness. It is a tool to gain more insight into personal behaviour, the needs behind the behaviour and various forms of communication. Understanding these differences is perhaps the most powerful tool to ensure good communication and to work effectively.

DEVELOPING CONSCIOUSNESS AND METACOGNITION

What shapes our personality? You have emotion but you are not your emotion. You have your thoughts but you are not your thoughts. You have certain behaviour but you are not your behaviour. Who are you then? Metacognition is the ability to think about your behaviour, your mindset and your thoughts. Becoming more aware of yourself is the basis for effective self management.

I WANT THIS helps with becoming more aware. Growth in awareness reveals choices that were invisible at first.

Improve your personal development with I WANT THIS. Improve your relationships, settle conflicts and increase mutual understanding.

INSPIRATION

I got the inspiration to make this game during my training for talent coach. I learned about the theory of human development from professor of psychology Clare Graves (1914-1986). Graves demonstrated that behaviour is determined not only by our needs but also by our world view and the living conditions in which we find ourselves.

What is important to someone, and how this person expresses this, depends highly on the life phase or emotional phase that the person is going through in his/her life. I WANT THIS gives an overview of all these phases. Simply put, I WANT THIS is about what people need and how this reflects in behaviour and in the way people communicate.

Under specific circumstances people sometimes suddenly communicate very differently than they normally do. Mostly then there is a unconscious change in phases. I WANT THIS makes you aware from which phase someone is communicating, making it easier to respond more effectively.

Do you, or your conversation partner (regardless of age), sometimes come across the same situations? Discover through I WANT THIS, how you can change this. Increase your insight, improve your communication and live from the heart. Living from your heart brings happiness.

COACHING AND TRAINING TOOL

I WANT THIS is a great tool to coach effectively or to use in communication trainings. This game is excellent to be used as a communication tool for coaches, teachers and executives. In a non threatening way, clarify complicated communication processes and differences in people's needs.

During resistance or conflicts people can start communicating from a different phase than they normally do, causing sudden disruption in communication. This will create misunderstanding between people that causes damage and pain to their relationships or even cause fights between people. If there would be more understanding to the phases from which people communicate and why, it would be easy to see what kind of communication would lead to the best result.

I WANT THIS can expand your awareness in communication in a light way. Miscommunication and limiting patterns will reveal themselves more quickly. The most productive way of communicating will become clear for each phase. The pain of misunderstanding will soften or disappear and arguments can be prevented or be solved more quickly.

A good connection in communication between people is only possible if both speak from connecting phases. If there is a gap between two phases, then there is a gap in connection and therefore a communication problem. With I WANT THIS you can discover the bottlenecks and bring their solutions to the surface in a playful way. This way understanding among people will increase and the connection in communication between people will improve.

Through this game you can also find various openings to start a session to address communication problems. You can provide insight into any unwanted behavior that is present. This makes it easier to identify triggers and to be able to adjust the unwanted behaviours where necessary.

I WANT THIS is a fun and light way to look at all forms of conversations and behaviour from a different point of view than you are used to.

I like to use this game during my own coaching sessions. I also like to play it with friends and family, just for fun.

Further on in this booklet you can find some examples that will show more understanding of the situation with knowledge of these phases and can present a key solution to the problem.

OVERVIEW OF LIFE PHASES AND THE MEANING OF THE COLOURS

1 Pink - Survive	5 Orange - Success
2 Purple - Safety	6 Green - Harmony
3 Red - Power	7 Yellow - Analyse
4 Blue - Order and rules	8 Light blue - Interconnected

PINK stands for softness, survival of the species, physical vulnerability, sincerity

PURPLE stands for spirituality, endorsement, suppression, transformation, royalty, nobleness, mystery, transformation

RED stands for strength, power, courage, resistance, aggression, warning, excitement, adventure, love, planning, order

BLUE stands for intelligence, communication, logic, trust, competence, harmony, truth, loyalty, stability

ORANGE stands for passion, frustration, certainty, immaturity, stimulus, energy, balance, enthusiasm, vitality, expansion

GREEN stands for awareness towards environment, harmony, universal love, generosity, sharing, nature, health

YELLOW stands for creativity, self confidence, emotional strength, self-esteem, happiness, optimism, idealism, imagination, philosophy, jealousy, betrayal, freedom

LIGHT BLUE stands for intelligence, creativity, air and water, freedom, reliable relationships

GREY stands for neutrality, certainty, intelligence, credibility, modesty, functionality

MEANING ICONS

In this game I use different icons. They all have an underlying meaning.

They say that an image can say more than a 1000 words. In case of color blindness I wanted the cards to remain recognizable per phase. That is why I have designed simple recognizable icons in the form of animals which I find typical for each phase.

Animals are often used symbolically. Each animal symbolizes one of the most important core values per phase.

ONE-CELLED - foundation	OWL - wisdom
CHAMELEON - adjustment	MONKEY - helpfulness
LION - power	BIRD - freedom
DOG - loyalty	ALIEN - perspective

Example 1

A dropout that doesn't want to go to school anymore. This is an increasing problem. TV shows like Dreamschool etc. show examples of this. Sometimes a life phase or emotional phase is only partially completed due to circumstances. Something like a gap appears; a shortage. Gaps can appear on one or more phases. The more you learn about the background of these children, the better you can estimate where these gaps are hidden. Many dropouts have gaps in the first three phases and block somewhere because of that.

Some can only see their own will (phase red) and ignore the rules of the next phase, blue. Some get stuck in the combination of phase purple and red. They resist the outside world throughout a group. Unfortunately it happens that children get sometimes stuck in the pink phase. Some even completely stop talking at this point. They withdraw and put up a defensive wall that makes them almost impossible to reach. The need for safety and certainty hides behind this. However, in the long term, the withdrawal behaviour will have enormous consequences if these children do not get the right help.

With I WANT THIS you can look for blockages or gaps in a playful way. Next you can guide these children by walking them through each phase. When a child is stuck in the pink phase it first needs sufficient safety and certainty before it can evolve to the next phase, purple. When going through the purple phase the child will have to experience mainly that it is part of a group. It is only until this foundation has been laid that the child can continue to grow to the next phase, red. It will have to learn to search for boundaries here. If that goes well it is time to introduce the blue phase. Rules and order can only be introduced here.

If you would start with rules and order (blue phase) without completing the other phases you will not reach the child and miss your goal completely. The phases purple and red can not be skipped in this child's development; the gap is way too big for that.

In the blue phase this child can learn different strategies until it is ready to break the rules safely and in control. After this he/she can follow his/her ambition (orange phase). Only in this phase can young adults get themselves under control, for themselves, whereas they were not ready for this in the previous phases.

With more understanding about these phases, it will quickly become clear which form of communication fits the best to the phase a person is experiencing.

If you use a form of communication to far out of a given phase it is likely that the communication will stagnate.

If you are dealing with a baby everyone understands that it's no use to try to apply rules or begin talking about ambitions. If people develop physically but stagnate at a social-emotional level, or if people suffer from trauma, it's not always visible on the outside.

Example 2

For example, a gifted child who is not recognized or approved of by its social group. It experiences that it is different from the group. The group experiences the same thing the other way around. At home the child belongs to a group named 'family'. In this example the child goes through the purple phase at home but in the outside world things go wrong. Because connection with the group is missing in the outside world, the purple phase is therefore only partially completed. A 'gap' is starting to form.

The realisation of being different from the group already happens from the age of the playground. When the child goes to primary school it's excited at first. If the gifted child goes to a regular school it will enter a group again with a majority of children who are not gifted. The other children find it easier to connect with others from the group and therefore go through the purple phase more strongly than the gifted child.

All children will be busy during the first days at school to find safety and certainty (pink phase). Soon the purple phase follows; the need to be part of a group. The child of this example is less experienced in this. You often see that these children very quickly show adaptive behaviour with the need behind it; belonging to a group. This exposes itself when the child suddenly goes back a few steps in drawing or suddenly it pretends it cannot read at school whilst it can read at home. The child denies parts of himself just to try to connect with the group.

Sometimes the gap is so big that these children go back another phase and enter the pink phase again. There are many examples of children which suddenly start peeing their trousers again even though they have been successfully toilet trained a long time before. In these cases starting with safety and certainty from the first phase is needed. Only when the child feels safe again is it possible to develop to the next phase.

If the need for being part of a group is not met a deficiency will remain at this phase. The child continues to show behaviour that fits within this phase or the adjacent phases. The child will keep on adapting at its own expense to try to fit in. This leaves great scars causing frustration and anger (red phase), or acting small and hopeless (pink phase) as a result.

If more and more rules are subsequently introduced at school (blue phase) more and more goes wrong. The child will not be able to let go of the need to belong to the group. This will always push the behaviour back of that child to that particular phase.

Humans are group animals and therefore always keep this need. If this phase is only partially completed, the child will remain sensitive to this phase until this 'gap' is closed and a solid base is developed to continue on from. This can sometimes take years, often leading to the misconception that gifted people are socially awkward. Not belonging to a group causes limiting beliefs with associated behavior. Something that many gifted people encounter unfortunately.

Through the phases of I WANT THIS it immediately becomes clear why it is important, for the healthy social-emotional development of gifted children, to regularly place them among peers. Unfortunately often the opposite is believed. However among peers a gifted person can more easily develop a healthy self image and go through a healthy development of social-emotional skills.

Gifted people need to be conscious of themselves and learn metacognitive skills. This is best achieved among peers. Learning to switch to all other cognitive levels is much easier if you know who you are first. The most effective self management comes after that.

It is similar to a gear box of a car. You first have to understand how it works and when to use which gear. Only then can you learn to change gear smoothly and automatically.

Being conscious of who you are prevents and heals limiting beliefs.

Metacognition i.e. to learn to think about your own behavior and thoughts is best learned at your own level. This goes for all levels of cognition; low, average and high.

A solid basis on all these different phases is a condition for everyone to learn how to 'gear' properly in communication.

Example 3

If you look at our multicultural society through these phases you will probably understand immediately why there is so much misunderstanding between different cultures.

Some cultures have the yellow phase as the dominant phase; everyone is free and makes his/her own choices. Other cultures have the purple phase for example as the dominant phase. The group is priority number one, and certainly not freedom and making your own choices. Family honour revenge is a sad example of these differences. Parents, in some cases, even go as far as to kill their own child to keep the honour of the family. Not because they do not love the child but because the interests of the group (purple) is dominant. If group retention, and therefore the peer pressure, is so strong, this can lead to very extreme and sad results.

No phase is better than the other. Each phase has its advantages and disadvantages.

Knowledge and understanding of these differences can build bridges between these phases. This can be achieved through effective communication. If it is taken into account that communicating parties may only be maximum one phase away from each other in order to understand and influence each other, then it is clear to see where the challenges lie.

The communication between groups with a greater distance between each other needs several bridges, for example in the form of 'interpreters' or coaches that can fill in the missing pieces.

Example 4

Look at the difference between the following; one leader becomes the leader purely because he wants to be the boss, wants to have influence and power over his/her environment and wants to be listened to (red). Another leader becomes the leader to be able to share everything fairly, to be able to grow together and to resolve existing conflicts (green). A third leader oversees all interdependence between the participants to be managed, can view things from different perspectives and dares to take on the experiment of leadership (light blue). If all three of them lead a team, you can guess how extremely different their approach will be and how different the teams will work from each other.

Example 5

A young adult who is a member of a street gang and adapts to his/her environment at his/her own expense. Here is an example of a dominant purple phase. The group determines what is and what is not done. Their own opinion does not apply here, only the leaders who are in the adjacent red phase. Suppose you want to guide the young adult from this example to the orange phase, (being able to control yourself and being able to follow his/her ambition). First the red and the blue phase must be run through. This young adult will first have to learn to guard his/her space and to say no to peer pressure. He/she has to learn that he/she has influence over his/her environment. He/she will have to learn to search for boundaries (red) and after that he/she needs rules and order first. Among other things, he/she has to learn different strategies (blue phase) before he/she is ready to cross boundaries or brake

applicable rules safely in order to be able to follow his/her ambitions (orange phase). The young adult can only get him/herself under control during this phase, whereas in the purple level he/she was not ready for that yet. With more understanding about these phases, it will soon become clear how you can best adapt your way of communicating belonging to the dominant phase. If you communicate immediately out of orange, it is very likely that this will stagnate.

Example 6

During upbringing, the different phases are also very easy to recognize. An example is the difference whether a child can get him/herself under control for another (blue phase) or for him/herself (orange phase). Certainly very recognizable for all parents ... I am two and I say NO! (red phase). Needing peace, regularity, clarity, rules, limits, being consistent is typical for the blue phase.

On the basis of these examples you can clearly see what underlies I WANT THIS and how much depth you can get out of it. The advantage of this game is that it is simple and light and gives a valuable insight into understanding each other better.

This understanding covers both the first phase of safety and security as well as the last phase, seeing things from a different perspective and the mutual dependency.

Finally, we share this beautiful planet with a huge diversity of people. You can find this mutual dependency everywhere. From products in the supermarket to world politics. Communication is what binds us all. Regardless of ethnic origin, religion, IQ and age.

Finally, I wish all players of this game lots of fun, in playing, in discovering and in increasing mutual understanding. Improve the world, start with yourself!



Maaïke, that's me.

I am a talent coach and multiple experience expert in the field of giftedness. I'm gifted myself, I have gifted sisters and I have 2 gifted children. In my work I coach gifted people of all ages, people who want to work on self development and I train communication skills in businesses.

In order to be able to explain complex theories, models and processes to even my youngest clients, I develop simple coaching materials such as this game. This game is usable for everyone. Do you work on personal development or do you guide people in this? Do you provide communication trainings or do you work in an environment where you want to improve communication between people? Do you work with people who want or need to change their behavior? Then this game can be a fantastic tool for you. With great passion I would like to tell you all about the origin of this game and the depth that you can get out of it.

How and why was I WANT THIS developed?

It all started with handmade drawings that I made whilst training to be talent coach, in order to create an overview in complex theories. I simplified and simplified and suddenly the idea was born to make a card game out of this. I got a lot of enthusiastic reactions and one of my fellow students encouraged me to make it marketable to encourage people to think.

This idea fits my mission perfectly: to make people think more about their needs and their way of communicating. To let people find more understanding and love for each other, to put people in their strength regardless of age, culture or IQ.



First try-out with hand cut cards.