



LOG BOOK

MASTERCLASS

# PARENTS-CHILD TRUST RELATIONSHIP

✕ « PARENTS-CHILD TRUST RELATIONSHIP » PROGRAM





MASTERCLASS

# PARENTS-CHILD TRUST RELATIONSHIP

## INTRODUCTION

There is no school for becoming a parent. No evening classes, no manual that would be passed down from generation to generation. We must experiment with the use of our powers, which are not magical, but which allow us to find the alchemy most suited to the education of our children, while leaving them the margins of maneuver essential for their development. .

In this Masterclass, Laurent Combalbert transmits his expertise and proven techniques in complex situations that can be transposed to the parent-child relationship

**IN THIS MASTERCLASS YOU WILL LEARN TO :**

MANAGE CONFLICTS MORE EFFECTIVELY.

UNDERSTAND AND MANAGE YOUR CHILDREN'S EMOTIONS.

DEFINE SOMETIMES EVOLVING LIMITS.

IN TURN, PASS ON THE FOUNDATIONS OF TRUST.



## ✕ MASTERCLASS PROGRAM

- 01 | SHOULD WE NEGOTIATE with our children ?
- 02 | CHOOSE conflict, not confrontation.
- 03 | THE NEGOTIABLE AND NON-NEGOTIABLE.
- 04 | THE PLAYERS in the parent-child relationship.
- 05 | HOLD the «no» !
- 06 | WHEN should you give in ?
- 07 | THE ALCHEMY between affect and emotion.
- 08 | GIVE the gift of trust.
- 09 | PRACTICING committed listening.
- 10 | WHEN AGGRESSIVENESS takes over.
- 11 | DEALING with lies and bad faith.
- 12 | OUR SHARED COMMON OBJECTIVE: making free and happy children





01

## SHOULD WE NEGOTIATE WITH YOUR CHILDREN ?

« WE CAN EDUCATE BY NEGOTIATING WHILE EDUCATING TO NEGOTIATE. »

Negotiation is one of the modes of education that contributes to the construction of the child and the future adult. The first negotiations that a child experiences are structuring experiences: thanks to them, he will learn that there are things which are never negotiable (eating, sleeping, washing, respecting others), and others on which we can discuss or adjust the conditions of exercise. For a child, negotiation is above all the art of knowing how to live with others and finding compromises for the satisfaction of all. Negotiating does not mean giving in, it is the

way to find an agreement in a situation of disagreement expressed between stakeholders, the goal being that they each obtain what is right for them. Creating free children means teaching them to discuss, debate, refuse, but also accept.

The advantage of a balanced balance of power also lies in the fact that someone is not forced to negotiate. If children feel that they have no advantage in the negotiation and that the balance of power is too unfavorable to them, there is no point in discussing it.

### THE 4 DANGERS TO AVOID

#### DANGER N° 1

##### Negotiation is a game.

Even if it takes place with children, negotiation must be considered seriously, at the risk of depriving it of all its educational value. We call “jousters” people who like the confrontation of ideas during negotiation and who favor the discussion itself over the objective of the negotiation.

#### DANGER N° 3

##### Everything is renegotiable !

Negotiating is one thing, but implementing the decisions resulting from the negotiation is another. Once we have reached an agreement on a subject, each party applies this agreement, and we only go back on it if it is clearly impossible to implement.

#### DANGER N° 2

##### Everything is negotiable !

Negotiation is a way to find opportunities for common solutions, but it does not apply to all educational situations that parents may encounter. There are cases in which there is no question of discussing the instructions given. You must therefore choose your battles, and not consider that everything is negotiable.

#### DANGER N° 4

##### We have plenty of time !

Negotiations can last indefinitely, and you have to know how to close more or less quickly. Incessant discussions risk wasting our time and energy, and leading us to decide to force our way through. Time is a very personal perception, but negotiation takes place in a rhythm linked to the urgency of the situation.



Know how to say “stop!” » is essential, time is one of the parameters of negotiation.





## 02

# CHOOSE CONFLICT, NOT CONFRONTATION

« ARISING UP DISAGREEMENT  
TO MAKE SOMETHING POSITIVE OUT OF IT. »

The child develops himself above all by confronting those around him, but these confrontations must be done wisely and not for the pleasure of the game. You must know how to be clear about what can be negotiated and what should not be. , then explain it to the child as one of the rules of negotiation.

### ✕ CREATE CONFLICT TO CREATE ADDED VALUE

The etymological origin of the term « conflict » comes from the Latin *conflictus*, meaning « the action of fighting together ». Conflict arises when two ideas expressed conflict. It is thus the consequence of the expression of two different points of view.

### ✕ CONSTRUCTIVE CONFLICT

Constructive conflict seeks to build on the disagreements of the stakeholders, and makes it possible to arrive at the end of the exchanges at a result greater than the simple sum of the initial values of each party:

$$1 + 1 = 3$$



### ✕ DARE TO OPPOSE

You have to know how to dare to say “no” when you disagree, and that is not an option.

Do not submit so as not to lose your legitimacy

**Conflict to assert oneself is not constructive but sometimes allows adolescents to express themselves. In this case, let's give them the opportunity to express this conflict through self-affirmation.**



#### THE RULES OF CONFLICT

- When we oppose, we propose
- Constructive opposition must aim towards a common goal
- Kindness is essential
- No judgment
- Authentic and engaged listening
- No aggression

#### THE TRAPS OF CONFLICT

- The joust
- Debate
- The monologue
- Exacerbated emotions (subjects that touch on values)
- Over-appetite for conflict: sterile conflict, conflict that is too much or that does not serve to build.



THE 3 POINTS TO REMEMBER

01

**Conflict** is what you make of it

02

**Avoidance, force or submission** creates frustration.

03

**The rules of the game of conflict** make it possible to make it positive.

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## THE NEGOTIABLE AND THE NON-NEGOTIABLE

«THE NON-NEGOTIABLE OPENS THE GROUND FOR NEGOTIATION.»

WE MUST DEFINE THE NEGOTIABLE, NON-NEGOTIABLE AND NEVER-NEGOTIABLE FRAMEWORK.

**The negotiable :** these are the subjects which have little intrinsic value, because they are re-discussed regularly.

**The non-negotiable :** this is the playing field of real negotiation. these are subjects that are not normally negotiated, except in exceptional circumstances. We can give in by reminding that it is an exception and by giving the limits, in use and in time.

**The never negotiable :** we never negotiate certain subjects, it is important to list them and define them with our children.

**Substance and form :** When the substance of the negotiation is not negotiable; it is easier to give up elements in terms of form. these two sides of the negotiation are inseparable, so it is better to take advantage of them rather than suffer from a lack of distinction between the two.

**There can be different objectives in a negotiation:**

- **Get everything you want. This is what we encounter when the object of the negotiation is non-negotiable.**

*Example :* « You must respect your brother, there is no question of you speaking to him in this tone. »

- **Stay firm on the non-negotiable and let go of the negotiable. Part of the subject of the negotiation can be discussed.**

*Example :* « You can go to the party tonight, but you get home before 11 p.m. »

- **Immediately refuse the request : This is the case when the child makes an unacceptable request.**

*Example :* « There is no question of you playing the console at night. »

It is possible to compromise on the form, that is to say leave a margin of freedom by giving our children the freedom to choose:

**THE PLACE - THE TIME - THE WAY OF ACT**





## THE BOTTOM

*« You must tidy your room. »*

*« You need to clear the table. »*

*« You must come home at the appointed time. »*

*« You must do your homework. »*

## THE FORM

*« You can clean your room before going to play or after taking a shower. »*

*« You clear the cutlery, and your brother clears the plates. And tomorrow, we reverse. »*

*« If you want me to come pick you up, tell me where you want to meet.” But if you prefer to go home with your friends, make sure they will bring you back at the scheduled time. Tell me what you choose. »*

*« You need to do your homework before tonight. Do you want to do them in my office at the same time while I work? »*

## THE 3 POINTS TO REMEMBER

01

**First fix** the never negotiable.

02

**Frame** the non-negotiable.

03

**The non-negotiable is,** except in exceptional circumstances.

## NOTES

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## 04

# THE PLAYERS IN THE PARENT-CHILD RELATIONSHIP

« DO NOT LOSE SIGHT OF THE OBJECTIVE OF THE NEGOTIATION, WHICH IS TO REACH AN OCP®. ALL ACTORS IN THE CHILD/PARENT RELATIONSHIP MUST SHARE THIS OCP® ».

Negotiation is a complex system which cannot be reduced to the simple relationship between two stakeholders: beyond the link between parents and children, it is also necessary to take into account the impact and influence of other actors, more or less direct: grandparents, classmates, in-laws...

## THE PARENTS

Who decides and who negotiates? Sometimes it's dad, sometimes mom, it depends on the subjects and how the parents have divided the subjects.



### SEPARATE NEGOTIATION SUBJECTS:

Think about the distribution of roles in the negotiation without forgetting all the players.



### The other actors who enter into the negotiation:

- Grandparents are generally less committed to the non-negotiable. On the other hand, the never-negotiable must be the same with all the actors.
- Parents of classmates: pay attention to the comparison effect. The situations are different depending on each person.
- « Bad company »: return to the never-negotiable but question your children about the meaning of values so that they can move forward themselves.

**Do not lose the objective of the negotiation which is to achieve an OCP®, a common shared objective.**







05

## HOLD THE « NO » !

« WHEN I SAY NO, IT'S NO! »

This is the limit that will allow our children to test our determination. It is difficult to say « no » and remain firm in your positions over time.

To hold it, make sure that the choice of “no” is intended to never be negotiable. The non-negotiable may be subject to the exception. You must be sure not to go back, at the risk of losing your legitimacy.

**Be careful of the « no » punishment:** if the no is not justified or not realistic, agree to go back. It can be issued simply out of annoyance, at the wrong time. In this case, explain to your children that you responded too quickly and that the timing was wrong. This way you can go back and explain.

### Among the methods our children use to change our position, do not fall into the trap of repetitive « why » :

This « why » is not meant to get an answer but it is meant to wear you down so you will give in. The risk is to give in and capitulate out of fatigue or weariness. In these cases, do not counter-argue and end the questioning.



### THE 3 POINTS TO REMEMBER

01

Saying « no » is a question of legitimacy.

02

The definitive “no” must be restricted to never being negotiable.

03

Give in only when justified.



 NOTES

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## WHEN SHOULD YOU GIVE IN ?

« IN NEGOTIATION, WHAT YOU GIVE WITHOUT REQUIREMENT LOSES ITS VALUE. »

The exchange of concessions and considerations between the two parties is the very essence of negotiation. The myth of “no compromise” does not allow for negotiation.

The principle of negotiation, in the ethical and responsible sense, consists of each party taking a step towards the other to reach an agreement that satisfies everyone. Thus, the other will ask the negotiator to take a step towards them, that is to say, to make a concession.

### CONCESSION

Give something to the other.

### COUNTERPART

Give something to another or ask for something from another in exchange for a concession.



#### ☞ Principle of resistance in negotiation

— We do not make concessions without compensation to prevent what we give from losing value in the eyes of others.

#### ☞ Why adopt the principle of resistance ?

- Strengthen the credibility of the negotiator
- Test the balance of power and the ethics of each party.

#### ☞ The most common mistakes :

- Asking for too much compensation
- Asking for unrealistic compensation
- Make a concession without linking it in the same sentence to a quid pro quo, and then ask.

**It is important to prioritize the counterparties and list them in preparation for the negotiation according to 2 criteria :**

The value that the consideration has for the negotiator.

The value that the consideration has for the other party.



### TAKE « THE TIMING » INTO ACCOUNT

**Principle of resistance:** the more we wait, the more valuable what we give because then the feeling of having fought to obtain it is born.







## THE 3 POINTS TO REMEMBER

01

**Concessions**  
and compensation  
are the basis of negotiation.

02

**The principle of resistance**  
gives value to concessions.

03

**Do not give in**  
in exchange for  
compensation that is too  
heavy or unrealistic.



## NOTES

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# THE ALCHEMY BETWEEN AFFECT AND EMOTION

« THE RELATIONSHIP OF TRUST WITH OUR CHILDREN MUST BE FAIR AND OBJECTIVE. »

WE LOVE OUR CHILDREN MORE THAN ANYTHING, WE FEEL AN IMMEASURABLE ATTACHMENT TO THEM, WHICH CAN AFFECT THE QUALITY OF OUR NEGOTIATIONS.

**The subtle alchemy between affect, affection and emotions makes parent/child negotiations delicate moments, during which it is not easy to find the right balance.**

Affect corresponds to an emotional state, pleasant or unpleasant, more or less intense, which influences behavior. In Latin, the term affectus designates a state of the soul.

For Spinoza, who devoted part of his Ethics to affect, it is « **a modification or change occurring in the body at the same time as in the mind, a modification by which my power to act is increased or decreased.** »

The presence of a strong affect is essential in the parent/child relationship: parents love their children, children love their parents, and this love places the emotional level of this relationship at the highest. It is an affect inseparable from the relationship, generally identified as an obstacle to efficient negotiations.

Along with affect, affection is the feeling of attachment that we feel towards a particular person. In the parent/child relationship, reciprocal affection is by definition very strong.

The search for maintaining the relationship over time can make us forget that the objective The key to this

relationship is also education. Indeed, the child feels a strong attachment to his parents, which makes it legitimate for anyone who tries to tell him what is good for him or who tries to convince him to change his behavior. Affection, while it can obscure our vision of the relationship, is also one of our factors of legitimacy on which we rely to establish our power to negotiate

**Emotional engagement must be mastered to differentiate between empathy and sympathy.**

Emotions participate in all relationships and make human beings what they are: thinking beings who feel things. Affect exacerbates emotions, which makes them a primary ingredient in our negotiations with children, but which sometimes contributes to the instability of the relationship.

**No emotion: no relationship and too much emotion: no objectivity.**

**When we have to say “no”, we must be vigilant to remain empathetic: per- receive the emotion without sharing it.**



**Attachment pushes the other to seek the relationship and the maintenance of this relationship over time.**





## THE 3 POINTS TO REMEMBER

01

**Affect** is an essential tool in the child/parent relationship.

02

**An affect that favors the relationship** to the detriment of the objective of the relationship causes a loss of objectivity.

03

**The right emotion** for a trusting relationship: being empathetic without being sympathetic.

### NOTES

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## GIVE THE GIFT OF TRUST

« THE RELATIONSHIP OF TRUST IS NEVER ACQUIRED »

Many errors in negotiation come from poor creation of the relationship. A relationship of trust is never acquired, even with our children.

To engage someone and make them responsible, we can “gift trust”, that is, give our trust a priori.

**We must give our children the desire to assert themselves.**

It is essential to give our children confidence to allow them to be themselves. We must let them step out of the box, let them express their difference and their marginality, that is to say their capacity to be different.

**We often learn more from our mistakes because mistakes are a learning factor that builds confidence.**



### **DO NOT JUDGE**

The way we judge our children can impact their self-esteem.

**Pay attention to the question « why? » which can be felt as a judgment on oneself, favor « What brings you to ? ».**

### **TO GENERATE TRUST :**

- **Let's respect their fears**
- **Let us accept that our children can experience stressful situations**
- **Let us also respect their silences and their doubts**
- **Let's explain to them that they are not their performances**
- **Let them make decisions and risk being wrong**

We can raise their insecurity quotient, that is to say their confidence index in situations of uncertainty.

You can calculate your confidence index for free on the following link

[WWW.INDICEDECONFIANCE.COM](http://WWW.INDICEDECONFIANCE.COM)

## TESTEZ VOTRE CONFIANCE

AVEC **IPC** INDICE PERSONNEL DE CONFIANCE

La confiance est une ressource indispensable pour toute personne en recherche de performance stable et durable. Découvrez le premier test en ligne qui permet d'évaluer et de mesurer votre indice de confiance gratuitement.



### THE 3 POINTS TO REMEMBER

01

**Make your children**  
proud to be unique.

02

**Do not judge them**  
on criteria that are not the  
right ones.

03

**Give them the gift**  
of confidence to elevate  
their ability to take  
initiative.



### NOTES

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## PRACTICING COMMITTED LISTENING

« IT TAKES A FEW YEARS TO LEARN TO SPEAK AND A WHOLE LIFETIME TO LEARN TO BE SILENT. »<sup>1</sup>

If there was a school for parents, the first lesson would be learning to listen and to negotiate, you also need to know how to listen.

### Engaged listening defines our ability to :

- MAKING YOURSELF AVAILABLE TO OTHERS
- SHOWING EMPATHY
- BE ASSERTIVE

Listening defines the ability to pay particular attention to what can be said and therefore to what our children express. Listening is particularly difficult, and much more difficult than we imagine. Engaged listening requires good preparation and regular practice.

### Try to listen to understand and not to respond.

Listening also means showing our availability to others and our commitment to the relationship.

### ✕ MAKE YOURSELF AVAILABLE TO THE RELATIONSHIP

It requires effort. Making people believe that we are available when we are not will impact trust and the quality of the relationship. The reciprocal provision of each party to the relationship is the basis of trust.

We grant our trust if we have the feeling that it is reciprocal, that is to say that the other is ready to make the effort to listen to us, to understand us, without denying his own words, his own positions, their own demands.

**When trust is established, the field of possibilities opens up for the parties involved in the relationship, and creativity can begin.**



### ✕ BE EMPATHETIC

Empathy is seeing the emotion of another without sharing it. We must show others that we understand their emotion and that we really listen to them.

*Example : leave silences to give the other person time to express themselves without interrupting them.*

**Active listening was created by Carl Rodgers. This describes 3 phases of active listening:**

- ✕ PARAPHRASE
- ✕ REFORMULATION
- ✕ VERBALISING EMOTIONS

### ✕ ASSERTIVE

Assertiveness defines the ability to defend one's opinions, one's values, one's positions while respecting those of others. Assertiveness coming from the Anglo-Saxon term assertiveness defines the fact of speaking

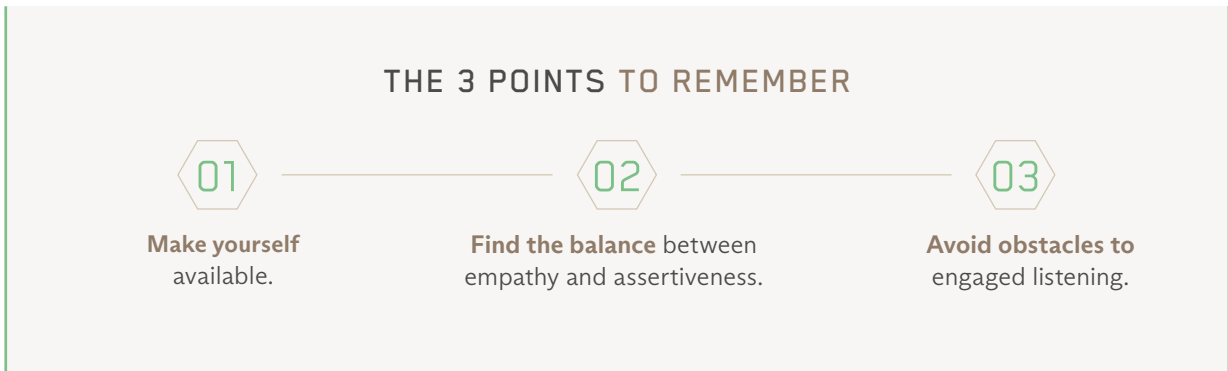
in such a way as to be heard and to assert oneself while accepting that the other may have a contrary idea. Often associated with commercial negotiations, this term can also be associated with negotiations with our children.

<sup>1</sup> Ernest Hemingway



### The pitfalls of engaged listening

- ⌘ THE INTERPRETATION
- ⌘ SYSTEMATIC INTERRUPTION
- ⌘ THE OBVIOUS SOLUTION
- ⌘ UNDERESTIMATION
- ⌘ THE GENERALIZATION
- ⌘ THE JUDGEMENT



 **NOTES**

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## WHEN AGGRESSIVENESS TAKES OVER

« DISSOCIATING THE EMOTION FROM THE BEHAVIOR ASSOCIATED WITH IT. »

Aggression is a biological, animal instinct underpinned by the survival instinct. The breakdown of anger turns into aggression.

In the parent/child relationship, this notion is particular because it is always difficult to manage and will impact the quality of the relationship. Limits must therefore be set quickly.

### We can distinguish 3 types of aggressive situations :

- **One-off aggression** : prevent it from becoming recurring
- **Recurrent aggression** : not acceptable
- **Violence** : unacceptable

Occasional aggression always starts with legitimate anger. We must prevent this emotion from deteriorating into anger and becoming recurring. To do this, we must put a stop to this aggression as soon as possible.

**To stop it, it is essential to dissociate emotion from behavior and for this, we must be able to:**

- **Putting our ego aside**
- **Verbalize the emotion to make it legitimate**

It is not always easy to remain assertive and sometimes we need to control ourselves. To manage aggressive situations, we must also become aware of our own aggression, especially when we are tired. Recognizing it and putting words to explain it allows you to be more effective in the relationship. We must also be able to know how to say “stop”. If you are unable to do this, do not hesitate to ask a third party for help.

+ When faced with aggression, avoid becoming aggressive!





## THE 3 POINTS TO REMEMBER

01

**Don't let aggression**  
take hold.

02

**Dissociate the emotion**  
from the behavior.

03

**Ban violence.**



## NOTES

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## DEALING WITH LIES AND BAD FAITH

« IN NEGOTIATIONS, YOU MUST BE ABLE TO LEAVE  
THE OTHER AN EXIT. »

As in everyday life, it can happen that our children lie to us and we can feel betrayed. This is a fact that must be accepted. They sometimes lie to us to avoid being reprimanded or simply for convenience, to save time.

**As we know them well, it is easy to detect incongruences in their behavior by :**

- THEIR MICRO-EXPRESSION
- THEIR SPEECH

When a child lies to us, we have to be able to say stop. However, even if we must not allow lies to pass, we can nevertheless admit, in certain circumstances, bad faith.

Bad faith is when your child lies to you, he knows that he is lying to you, he knows that you know that he is lying to you but he tries anyway. It's a form of influence strategy to get what he wants.

### ✦ In this context, it is essential :

- To put his ego aside to give him a chance to realize that he has not chosen the right strategy
- To establish the reality principle: bring objective facts if he is stubborn. Show him that you could prove to him that he is lying.
- To offer him a way out to get him out of the bad faith in which he has locked himself.

Implementing this technique means showing your child that you are not fooled and that the technique of bad faith has no influence on you.

+ Don't let the feeling of betrayal overwhelm you and be more technical.

# Depending on the severity, there are some lies you can't let go of.







## THE 3 POINTS TO REMEMBER

01

**Don't let a serious lie slide.**

02

**Establish the reality principle.**

03

**Leave a way out.**



## NOTES

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## OUR SHARED COMMON OBJECTIVE : MAKING FREE AND HAPPY CHILDREN

« LET'S GIVE THEM LIMITS  
IN THEM LEARNING TO PUSH THEM BACK. »

In a negotiation, we always have an SCO®, a shared common objective.

Our common SCO® is to create free and happy children. This objective is difficult to achieve but must be placed as one of the most virtuous.

*Educatio means to guide out of something:  
to get out of what they are today to  
become what they will be tomorrow.*

Educating means providing knowledge to enable our children to grow by providing them with :

- Know-how skills
- Soft skills

Their future battles will be complex and as parents it is essential to educate them to be able to cope. Faced with the multitude of information to which they have access, the battle will also be cognitive.

Teaching our children not to be victims of this cognitive battle is one of our challenges in making them adults free of their opinions, their ideas and their values.

We can now introduce them to negotiation or even leadership by training them as future leaders: teaching them to discern, to verify information and to form their own truth.

To create free and happy children, let's give them the ability to take initiative, to think outside the box and to dare.



In an uncertain world, atypical profiles will be increasingly sought after and we will need to have young people capable of :

- TO MANAGE UNCERTAINTY
- TO INVENT
- TO INNOVATE
- TO COMMIT TO THEIR MISSION

The TTA agency - the trust agency is a company with a mission and we clearly see that new generations need meaning, purpose and to integrate ethical organizations.



MISSION-DRIVEN  
COMPANY





## THE 3 POINTS TO REMEMBER

01

**Let's make our children**  
even better people than us.

02

**Let us accept that our**  
**children** live in a world that  
is not that of our childhood.

03

**Let's prepare them**  
for the next battles.



## NOTES

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## ✕ Bibliography



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**DEVENEZ MEILLEUR  
NÉGOCIATEUR  
QUE VOS ENFANTS**  
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PRISMA, 2015



CARL ROGERS  
**ÉCOUTE  
ACTIVE**



BACUS ANNE  
**100 FAÇONS DE SE  
FAIRE OBÉIR (SANS  
CRIS NI FESSÉES)**  
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BACUS ANNE  
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DES ÉMOTIONS  
DE L'ENFANT**  
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